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ABSTRACT

Reported are the findings of a state survey of 123 regular and special education teachers' and administrators' opinions on the training of teachers of exceptional children. Chapter 2, on the development of the instrument for identifying needs, includes brief sections on item selection, item grouping, instrument form, distribution, treatment of data, and determination of priority needs. Expressed priority needs (such as parent counseling and vocational education programs) relating to the community, colleges and universities, public schools, teachers, and the state agency are detailed for each group of respondents (such as special education supervisors and private agency representatives) in Chapter 3. A short summary in Chapter 4 outlines the need for the survey and information obtained from survey data (including a rank order of priorities as seen by the total sample and each referant group). Also provided are appendixes on the survey instrument and computer data results and tables, figures, and graphs illustrating statistics such as the rate of returns of referent group. (SB)

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Report on

A SURVEY OF OPINIONS ON THE TRAINING OF TEACHERS OF EXCEPTIONAL CHILDREN

Prepared by

The National Association of State Directors of Special Education

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for

The Maryland State Department of Education
and
The Special Education Ad Hoc Task Force

September, 1975

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Chapter I

INTRODUCTION

This is a report of a needs assessment survey, A Survey of Opinions of the Training of Exceptional Children , conducted under the auspices of the Special Education Ad Hoc Task Force of the Maryland State Department of Education. The survey is one of the first steps in the development of a plan to prepare personnel to provide for full special education programs and services for all handicapped from birth to twenty-one years of age by 1980.

The Ad Hoc Task Force was formed in 1974 pursuant to Section 106 D and E, Chapter 7B, Article 77, of the Public School Laws of Maryland. This Section, coupled with the opinion of the court in MARC v. Md. (1974) and Bylaw 13.04.01.01A, mandates that local education authorities provide programs for all handicapped persons.

In 1974 the Task Force developed a "plan to plan" how the necessary personnel preparation programs would be handled. In May, 1975 the Department of Education contracted with the National Association of State Directors of Special Education to assist in the development, planning, implementation and interpretation of results of this survey. The results contained in this report are hoped to provide directions for further cooperative planning and decision making of the Task Force.

Background Information

It is estimated by the Department of Education that only 60% of the State's handicapped children and youth are receiving appropriate public education services. The Public School Laws of Maryland provide for full special education programs and services for all handicapped from birth to twenty-one years of age by 1980. The MARC opinion mandates this for all handicapped between five and twenty-one years. Bylaw 13.04.01.01A establishes standards, rules and regulation by which these programs will be phased in by 1980 in accordance with plans submitted by local education agencies. The Maryland State Department of Education has developed and begun implementation of the Continuum of Education Services to ensure a more effective and efficient delivery of services to all handicapped children and youth.

Since 40% of the State's handicapped population are without appropriate special educational programs, the problem is what can special education do to form close working relationships with regular education, to determine options pertaining to training, to share responsibilities, and to identify current technology and management systems that have proven effective in providing servies to the handicapped?

Institutions of higher education, local education agencies and the State Department of Education are struggling with the problem of providing adequate training opportunities and models to support and implement new alternatives for special education. The emerging designs for delivery of special education services are part of a refashioning of the total educational system. The changing environment of the schools is creating new interface problems for both special and regular educators. Both groups are looking for the common competencies that teachers need to possess. No longer is the training of teachers or special personnel clearly the province of one group or the other.

The changing role of the teacher - from operating solely in self-contained classrooms to participating in teams and from a dispensor of information to facilitator or advisor - has presented a series of new challenges: To teachers who need new and different competencies; to institutions of higher education as to how to identify the new training needs and how to facilitate the acquistion of them; and to State and local educational administrators to permit the flexibility in organizational patterns to allow these changes to take place.

The mandated and moral responsibility for providing appropriate educational programs for all handicapped children and youth requires the efforts of educators, advocates, and legislators and also must include public and private agencies, professional and lay organizations, interest group, parents, the courts and taxpayers.

There are teachers and other personnel presently on the job who are not properly certified. There is the need for newly trained teachers in certain areas of programming for the handicapped. Administrative and teacing personnel need to constantly update and upgrade their skills. These are only a few of the problems facing today's educators.

All of this raises a number of questions and considerations. What is the extent of the need for trained personnel? What types of personnel are needed and where are the needs most prevalent? Who is best equipped to best provide what type of training and where? And finally, but first and foremost, how can the State best coordinate its human and monetary resources to meet the total gamut of training needs?

It becomes immediately obvious that there must be cooperative and systematic planning to address the total problem and to accomplish the desired results. This requires that all of the State's resources, whether human or financial, be brought together in a planned and coordinated fashion. The Maryland State Department of Education and the Ad Hoc Task Force have undertaken the challenge and have taken the initial steps to accomplish this.

Objective of the Study

The objective of this study was to identify training needs within the education community of Maryland through an assessment technique which will allow the Ad Hoc Task Force to make systematic and valid desisions in its further planning efforts.

The study was designed to provide data for answering these questions:

1. What does the sample perceive to be desirable directions for the future?

2. Where are we now relative to where we want to be?

3. What is the priority rank of needs?

Need was defined as the discrepancy between "what is" (Real) and "what should be" (Ideal). Figure 1 (p. 4) displays this model for decision making.

In addition, research shows that this type of study is a potent device for teaching people to think about the future of education in much more complex ways than they ordinarily would, and is a teaching strategy in itself.

Approach

The approach used in this study was to survey representative members of the education community as to their opinions of 65 event statements judged to have potential impact on the planning and decision making of the Ad Hoc Task Force.

Selection of the Sample

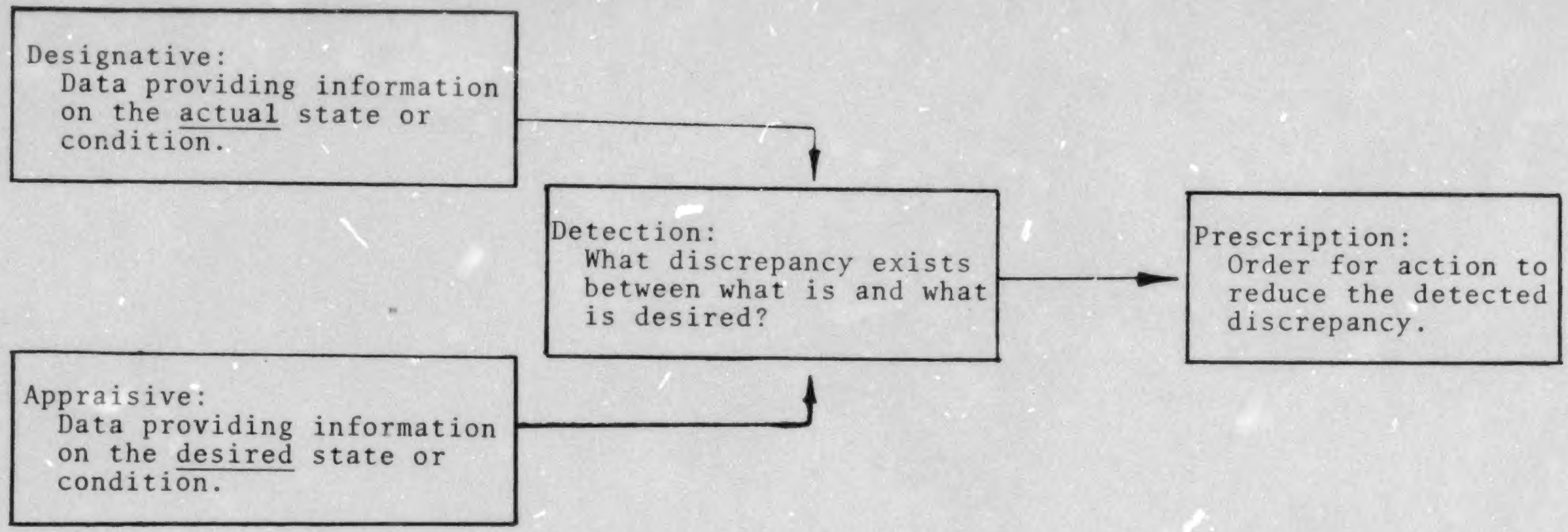
The Ad Hoc Task Force determined to involve representatives from eleven distinct groups in order to obtain perceptions of a wide range of persons who ultimately will be affected and involved in prospective changes in the near future.

These groups, the number of persons who were surveyed in each group, and the percentage of the total sample those persons represent are shown below:

Group	Number	% of Sample
Regular Education Teachers	40	20%
Regular Education Administrators	20	10%
Special Education Teachers	40	20%
Special Education Supervisors	16	8%
Private Agency Representatives	10	5%
Handicapped Child-Parent Group Representatives	10	5%
PTA Representatives	10	5%
University Professors -- Regular Education	20	10%
University Professors -- Special Education	14	7%
State Department of Education-Regular Education	10	5%
State Department of Education-Special Education	10	5%
	200	100%

Figure 1

SYSTEM MODEL FOR DECISION MAKING



Designative:
Data providing information on the actual state or condition.

Appraisive:
Data providing information on the desired state or condition.

Detection:
What discrepancy exists between what is and what is desired?

Prescription:
Order for action to reduce the detected discrepancy.

Chapter II

DEVELOPMENT OF THE INSTRUMENT FOR IDENTIFYING NEEDS

Item Selection

More than 300 event statements were written by members of the Ad Hoc Task Force during meetings in May, 1975. A screening and selection committee pared the list down to 65 statements by eliminating repetitive items and by establishing criteria for final selection of items. The criteria required that the items relate to:

- the MARC v. Md. decision (mandatory education for all handicapped children)
- the broad aspects of the continuum of services' principles
- parent and community involvement
- the concept of the least restrictive alternative
- immediate and long-range personnel training

Item Grouping

Once the items were selected, they were grouped into logical clusters according to commonality. After several revisions, five groups emerged which were then titled as noted below:

Title	Number of Items
A. The Community	8
B. Colleges and universities	16
C. School Districts	18
D. Teachers	13
E. State Education Agency	10
	N = 65

Instrument Form

The instrument form contained five groups of statements which were sequentially numbered within each group heading.

A page of instrutions explained the rating process and the rating scale. Respondents rated each event statement twice on a five-point Likert scale, the first time to the extent that a condition actually exists (Real) and the second time to the extent that the item should exist (Ideal):

Actually Exists	Should Exist
(1) Condition does not exist at all	(1) Condition should not exist at all
(2) Condition exists to slight extent	(2) Condition should exist to slight extent
(3) Condition exists to moderate extent	(3) Condition should exist to moderate extent
(4) Condition exists to fairly large extent	(4) Condition should exist to fairly large extent
(5) Condition exists to very large extent	(5) Condition should exist to very large extent

The respondents were asked to leave the answer spaces blank if they did not know the extent to which a condition exists or if they did not have an opinion on the extent to which the condition should exist.

Distribution of the Instrument

Due to the geographic dispersal of the sample it was appropriate to administer the instrument by mail. An introductory cover letter on Maryland State Department of Education stationery briefly explained the project and its purposes. The cover letter also explained that only collective data would be used in the final report.

The survey instruments were number coded and color coded and keyed for each referent group. The survey form was accompanied by a stamped return addressed envelope.

TREATMENT OF THE DATA

In computing and analyzing the data, means and standard deviations were the statistical calculations used. The mean was considered the index of importance and the standard deviation (SD) the index of consensus.

A high mean was an indication of high rank, while a high SD (usually above 1.00) was indicative of a wide range of disagreement among the respondents. Therefore, the lower the mean, the less that the condition either actually exists or should exist; the lower the SD, the greater the agreement among respondents. Standard deviation is indicative of the true position of the mean.

Following are the techniques used:

1. The means and SD's for each item were computed on each scale, Real and Ideal (Actually Exists/Should Exist) for each sample group, i.e., Regular Education Teachers, Special Education Teachers, etc.

2. The mean score and SD for each item for all respondents were computed and ranked on the Real and Ideal Scales.

3. A mean score and SD for all 65 items for the total group of respondents was computed for each rating scale and items ranked according to the Ideal mean. This rank was considered as the priority list of events for the sample.

The processes noted allowed comparisons to be made among and between sub-groups and the total sample.

Determining Priority Needs

Comparisons of the Ideal and Real mean scores of all statements for the total group and sub-groups were then made and one of four indicators placed beside each statement: a plus (+), a double plus (++), a triple plus (+++), or a minus (-).

- First Priority Needs (+)

  A plus indicated that an item's Ideal mean score was above the Ideal mean for all items for the total sample, and the Real mean score was below the Real mean for all items. The assumption was that items in this category are first priority needs and primary attention should be placed upon them in order to reduce the discrepancy.

- Second Priority Needs (++)

  A double plus indicated that the Ideal mean score was above the group mean score for all items and above the Real mean score for the single item

- Third Priority Needs (+++)

  A triple plus indicated that the Ideal mean score is less than the total sample Ideal mean although greater than the corresponding Real mean score.

- Low Ideal, High Real Statements (-)

  A minus indicated those statements whose mean scores show that the Real is greater than the Ideal. Examination of the statement should lend decision-makers to consider curtailment of these practices in order to reduce the discrepancy.

- Controversial Items

  Those single items whose standard deviation scores were close to or in excess of 1.00 should be considered as controversial and should be closely examined regardless of the general category in which those terms were placed before decisions are made regarding changes in emphasis in these areas.

A special computer program was written for the calculation of the data.

Chapter III

RESULTS OF THE SURVEY

Respondees to Survey. The eleven referent groups involved in the survey included 200 persons. Survey returns were received from 124 persons (62%). One return was unusable as the number code had been removed from the instrument form. The rate return by group is shown in Table 1.

TABLE 1

RATE OF RETURNS BY REFERENT GROUP

Group	Number	Returns	Percentage
Regular Education Teachers	40	23	58
Regular Education Administrators	20	13	65
Special Education Teachers	40	25	63
Special Education Supervisors	16	11	69
Private Agencies	10	8	80
Handicapped Parent Groups	10	7	70
PTA Representatives	10	4	40
University Professors -- Regular Education	20	9	45
University Professors -- Special Education	14	9	64
Department of Education -- Regular Education	10	6	60
Department of Education -- Special Education	10	8	80
TOTALS	200	123	62

Table 2 shows the Ideal and Real mean scores and standard deviations for the total list of events for each referent group. As expected, the Ideal scores are significantly higher than the Real scores.

The range of scores among referent groups on the Ideal scale was 4.51 to 4.12. The range of scores among referent groups on the Real scale was 2.88 to 2.19. The standard deviation scores for the total sample and for each referent group indicate a higher degree of agreement on the Ideal scales than on the Real scales (0.94 to 1.10).

Analysis shows that on the Ideal scale, generally, the higher the mean score, the lower the standard deviation, thus the higher degree of consensus.

TABLE 2

MEANS AND STANDARD DEVIATIONS OF THE TOTAL LIST OF SURVEY STATEMENTS

Group	Ideal Mean	SD	Real Mean	SD
Total Sample (N=123)	4.37	0.94	2.54	1.10
Regular Education Teachers (N=23)	4.44	0.85	2.73	1.16
Regular Education Administrators (N=13)	4.44	0.89	2.88	1.04
Special Education Teachers (N=25)	4.45	0.94	2.49	1.10
Special Education Supervisors (N=11)	4.42	0.91	2.72	1.25
Private Agencies (N=8)	4.51	0.89	2.35	0.99
Handicapped Parent Groups (N=7)	4.41	0.87	2.25	1.00
PTA Representatives (N=4)	4.29	0.92	2.62	1.16
University Professors -- Regular Education (N=9)	4.15	1.02	2.29	0.92
University Professors -- Special Education (N=9)	4.24	0.98	2.43	0.98
Department of Education -- Regular Education (N=6)	4.26	1.06	2.46	1.00
Department of Education -- Special Education (N=8)	4.12	1.08	2.19	0.93
RANGE:	4.12 4.51	.85 1.08	2.19 2.88	0.92 1.25

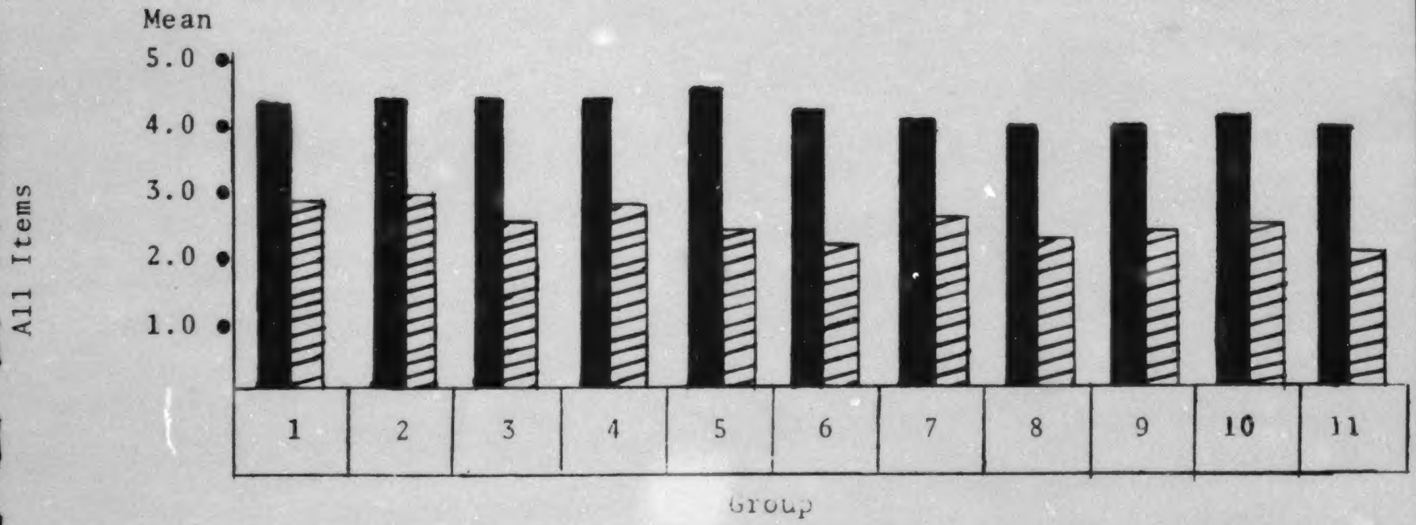
Legend:

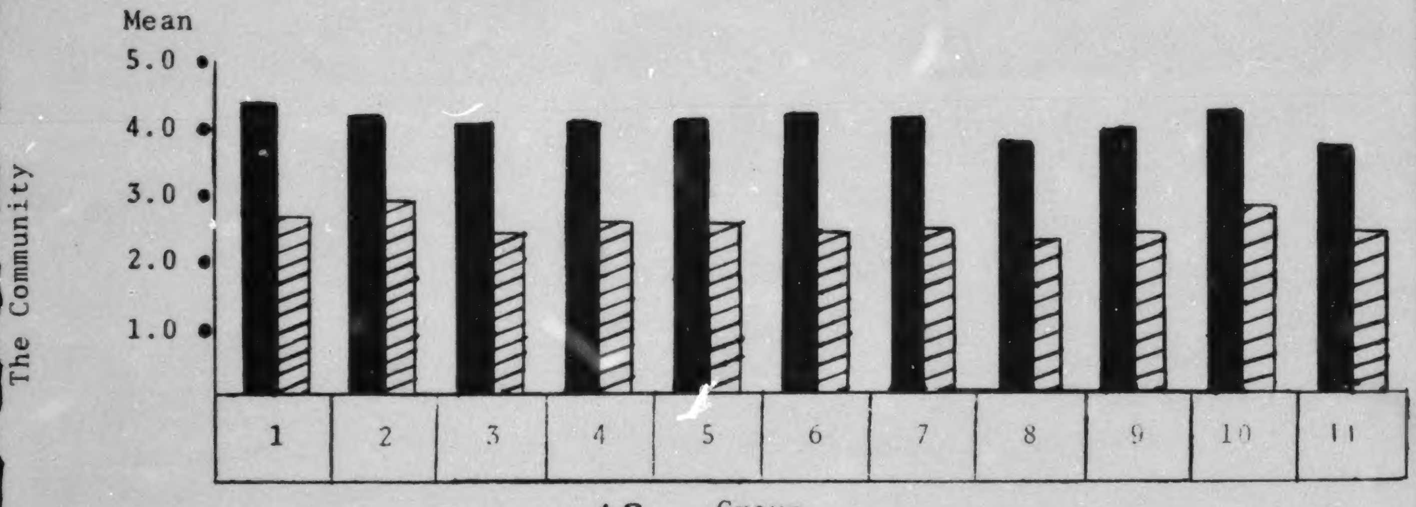
Ideal Mean Score - ■

Real Mean Score - ▨

Code for Groups:

1. Regular Education Teachers
2. Regular Education Administrators
3. Special Education Teachers
4. Special Education Supervisors
5. Private Agencies
6. Handicapped Parent Groups
7. PTA Representatives
8. University Professors, Regular Education
9. University Professors, Special Education
10. Department of Education, Regular Education
11. Department of Education, Special Education





Legend:

Ideal Mean Score - ■

Real Mean Score - ▨

Code for Groups:

1. Regular Education Teachers
2. Regular Education Administrators
3. Special Education Teachers
4. Special Education Supervisors
5. Private Agencies
6. Handicapped Parent Groups
7. PTA Representatives
8. University Professors, Regular Education
9. University Professors, Special Education
10. Department of Education, Regular Education
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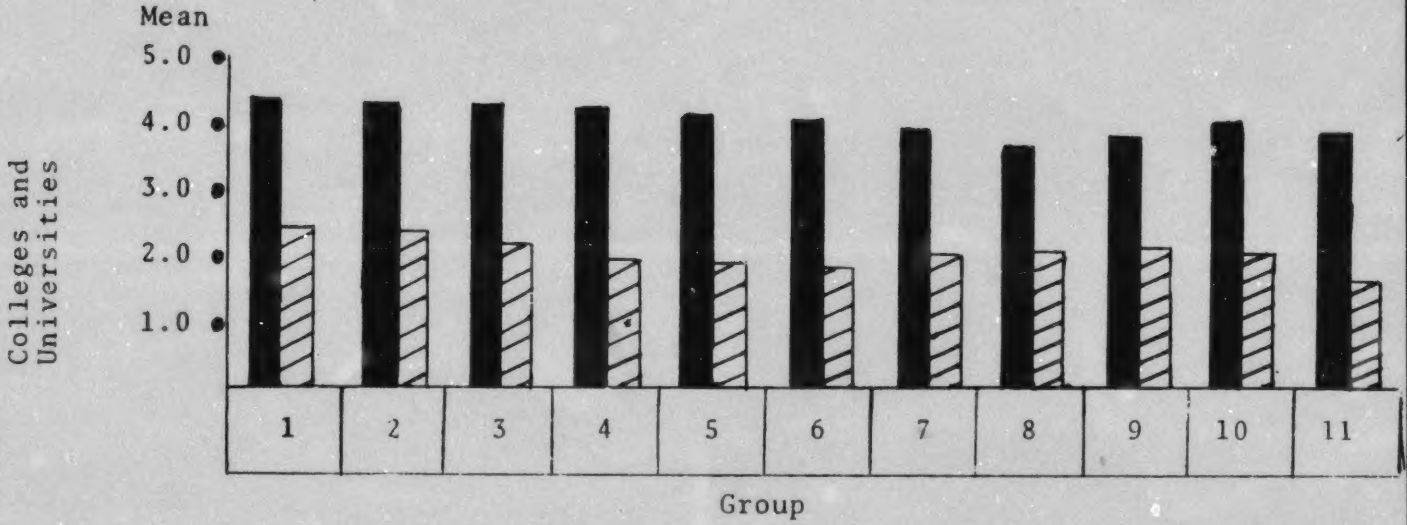
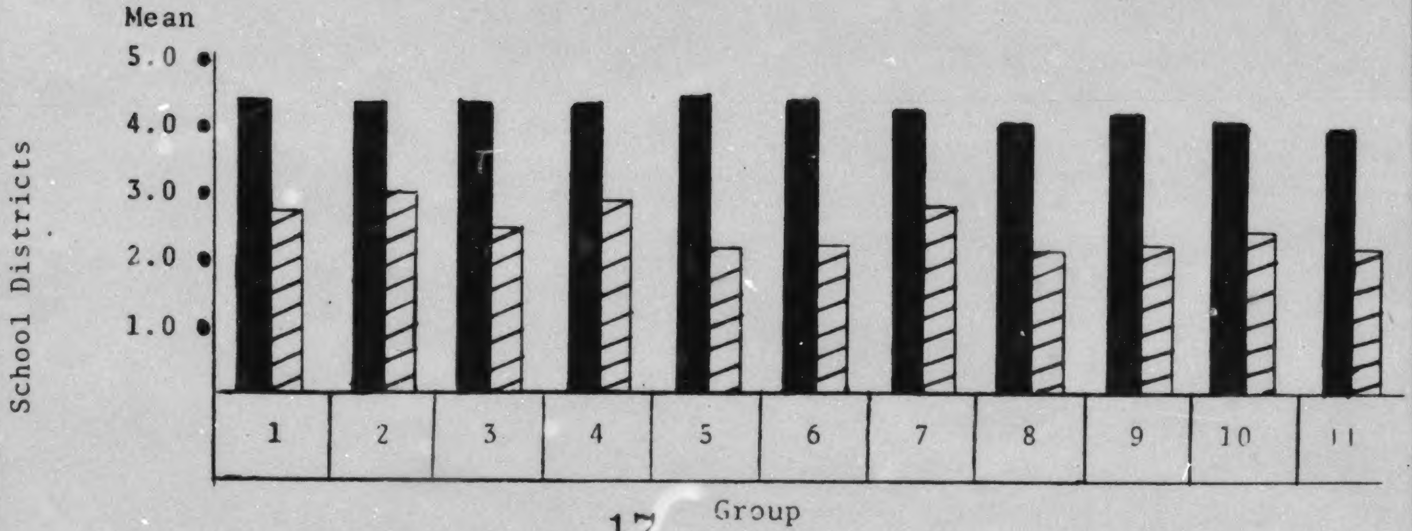




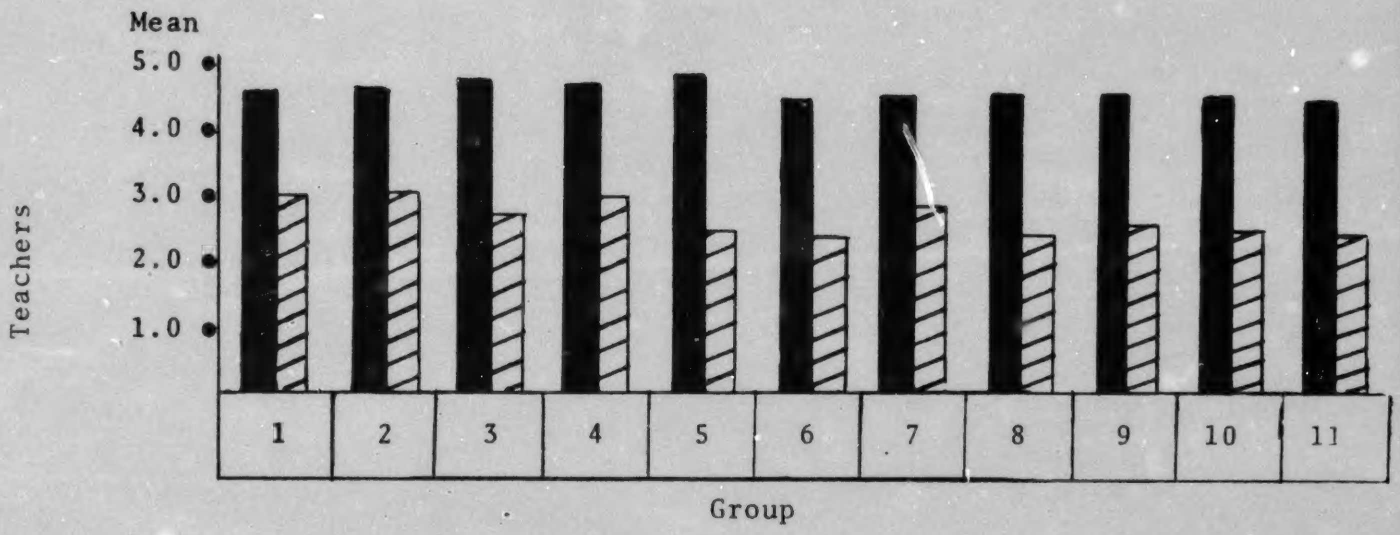
Legend:

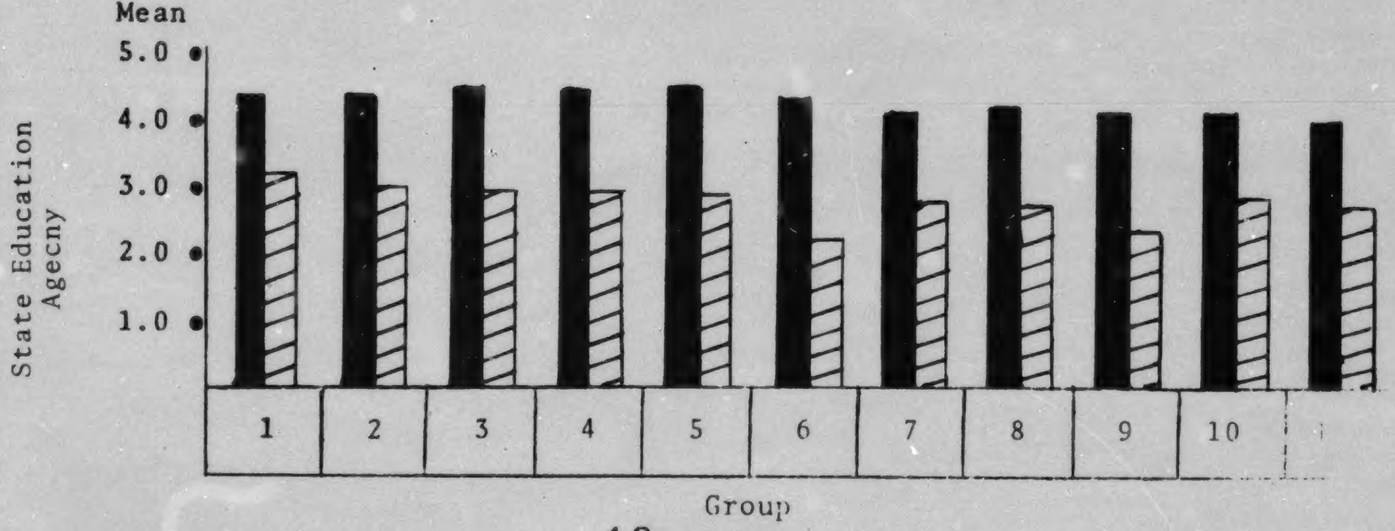
Ideal Mean Score - ■

Real Mean Score - ▨

Code for Groups:

1. Regular Education Teachers
2. Regular Education Administrators
3. Special Education Teachers
4. Special Education Supervisors
5. Private Agencies
6. Handicapped Parent Groups
7. PTA Representatives
8. University Professors, Regular Education
9. University Professors, Special Education
10. Department of Education, Regular Education
11. Department of Education, Special Education





Non-Responses

As noted earlier, respondents were asked to not respond to items if they did not know the extent to which a condition exists or if they did not have an opinion on the extent to which a condition should exist. Analysis of the non-responses on each scale (Table 3) shows a wide variability among referent groups as to their ability or willingness to respond to the Ideal and Real scales. Eighty-nine percent (7092 of a possible 7995) of the Ideal scale events were marked by the participants. The range among referent groups was 82% to 95%.

Total response to event statements on the Real scale was 78% (6217 items marked). The range of responses on this scale was 61% to 90%.

A comparative analysis of responses on each scale is shown in Table 3.

TABLE 3

NUMBER AND PERCENT OF ITEMS MARKED BY REFERENT GROUP

Group	N	Possible Responses Each Scale	Ideal Responses Marked	Pct.	Real Responses Marked	Pct.
Regular Education Teachers	23	1495	1329	89%	1147	77%
Regular Education Administrators	13	845	784	93%	692	82%
Special Education Teachers	25	1625	1266	78%	1094	67%
Special Education Supervisors	11	715	671	94%	643	90%
Private Agencies	8	520	472	91%	398	77%
Handicapped Parent Group	7	455	372	82%	279	61%
PTA Representatives	4	260	256	98%	229	88%
University Professors - Regular Education	9	585	539	92%	426	73%
University Professors - Special Education	9	585	547	94%	472	81%
Department of Education - Regular Education	6	390	362	93%	351	90%
Department of Education - Special Education	8	520	494	95%	486	93%
Total Group		7995	7092	89%	6217	78%

Priority Events and Needs Expressed by All Respondents

Tables 4 and 5 display the priority rank of event statements, as divided above and below the Ideal mean, as rated by all participants in the survey. Forty-three items whose Ideal mean scores were above the total sample mean for all items (4.37) are listed according to rank in Table 4.

Twenty-two items whose Ideal mean scores fell below the total sample mean for all items are clustered and ranked in Table 5.

The table columns contain: (1) the Ideal rank (according to Ideal mean); (2) the event statement; (3) Ideal mean and its standard deviation; (4) the Real mean and its standard deviation; and, (5) the symbols used for indicating priority needs:

First priority needs = +
Second priority needs = ++
Third priority needs = +++
Low Ideal, High Real = -

TABLE 4

PRIORITY RANK OF HIGH IDEAL EVENT STATEMENTS AS EXPRESSED BY ALL RESPONDENTS

Ideal Rank	Category & Number	Statement	Ideal		Real		Class of Need
			Mean	SD	Mean	SD	
1	C-17	General and special education administrators work together effectively for the advancement of the educational program.	4.88	0.33	2.91	0.95	++
2	D-7	Teachers have as an educational goal strengthening the self-image of handicapped students.	4.87	0.42	3.18	1.02	++
3	D-8	Teacher aids and assistants are used effectively in the public school system.	4.86	0.34	3.08	1.01	++
4	C-9	The public schools have an effective program for the identification and placement of children with handicapping conditions.	4.85	0.38	2.80	0.98	++
5	C-7	School districts have an "early identification" program in kindergarten and grade one.	4.84	0.46	3.04	1.15	++
6	C-4	School curriculum for grades K-12 create positive attitudes toward people who "differ" from the norm.	4.83	0.42	2.25	0.91	+
7	B-1	Practical training experiences are integrated elements of college preparation programs for developing general and special education teachers.	4.82	0.38	2.79	0.87	++
8	A-1 co	Parents receive counseling services to help them deal with emotional and adjustment problems in coping with handicapped children.	4.81	0.41	2.40	0.72	+
9	C-3	Children are placed in programs according to education and developmental needs, not according to categorical labels.	4.80	0.55	2.57	1.03	++
10	D-13	Prescriptive, individualized instruction is provided each child in special education programs.	4.79	0.45	2.79	0.92	++

TABLE 4 (Continued)

Ideal Rank	Category & Number	Statement	Ideal Mean	Ideal SD	Real Mean	Real SD	Class of Need
11	D-11	Teachers seek cooperation from parents in solving problems of mutual concern.	4.77	0.46	3.07	0.91	++
12	C-2	Handicapped students are adequately prepared for employment through vocational education programs in the schools.	4.76	0.46	2.36	0.92	+
13	D-2	Teacher-pupil ratios are adequate in providing for special needs within a regular classroom.	4.75	0.57	2.22	0.94	+
14	D-1	Terminology of handicapped conditions is clearly defined and understood by all personnel responsible for educational programming.	4.74	0.53	2.36	0.96	+
15	A-8	Employers, sheltered workshops and community agencies work with schools in developing on-the-job training opportunities for execeptional children.	4.69	0.52	2.55	0.87	+
16	D-4	Teachers and administrators are directly involved in planning and delivering inservice programs which meet their needs.	4.67	0.54	2.82	0.96	++
17	C-16	Administrators and teachers appropriately utilize legal due process guarantees in the diagnosis, placement and exclusion of handicapped children in the state of Maryland.	4.66	0.73	3.18	1.19	++
18	B-2	Inservice training programs are developed cooperatively between the colleges, agencies and the school systems.	4.65	0.54	2.58	1.02	++
19	C-1	Art, (music, drama, creative play, etc.), and recreation or physical education programs for the handicapped are provided in every school.	4.65	0.58	2.52	1.18	+

TABLE 4 (Continued)

Ideal Rank	Category & Number	Statement	Ideal Mean	Ideal SD	Real Mean	Real SD	Class of Need
20	C-13	Guidance and counseling services are available to each handicapped student in the elementary and secondary schools.	4.65	0.64	2.19	0.95	+
21	C-18	Local school districts have an effective inservice training program for school administrators.	4.63	0.68	2.22	1.01	+
22	B-5	Teachers and classroom aids receive training in diagnostic and prescriptive teaching.	4.63	0.68	2.36	0.81	+
23	D-9	Inservice training programs in the supervision of teacher aids and assistants are available to classroom teachers.	4.63	0.63	2.17	0.9[illegible]	+
24	C-14	College teacher preparation programs train prospective teachers to work with teacher aids and other paraprofessionals.	4.63	0.67	3.18	1.33	++
25	E-7	The state department of education enforces statewide standardizied guidelines and regulations for nonpublic schools serving handicapped children.	4.60	0.74	3.75	1.16	++
26	C-5	All handicapped children are educated in the least restrictive alternative model.	4.58	0.65	2.64	1.08	++
27	E-10	Periodic renewal of certification is based on relevant and continous professional development.	4.56	0.71	3.10	1.13	++
28	D-6	Teachers use new developments in instructional technology.	4.54	0.62	3.03	0.87	++
29	E-3	The state deparment of education collects and disseminates significant materials and strategies used by various training agencies in the state.	4.54	0.75	2.73	0.86	++

TABLE 4 (Continued)

Ideal Rank	Category & Number	Statement	Ideal		Real		Class of Need
			Mean	SD	Mean	SD	
30	B-14	College teacher preparation programs train prospective teachers to work with teacher aids and other paraprofessionals.	4.51	0.66	1.73	0.77	+
31	D-10	Teacher organizations support and encourage in-service training activities.	4.50	0.73	3.03	1.00	++
32	B-15	Training in behavior management techniques is an integral part of all teacher training curricula.	4.[illegible]	0.77	2.33	0.90	+
33	B-4	Training of teachers includes uits on the importance of the home in the education of the exceptional child.	4.49	0.63	2.38	0.92	+
34	E-6	The state department of education offers inservice training programs for teachers and administrators who work with handicapped children.	4.49	0.77	2.99	0.92	++
35	D-5	Teachers adjust adequately to their problems arising from the integrating of handicapped children in regular classrooms.	4.47	0.71	2.35	0.76	+
36	B-16	Preparation programs include coursework in counseling students and parents.	4.47	0.74	2.00	0.80	+
37	E-2	State department of education personnel help individuals interested in developing services for the handicapped to locate support, especially financial support.	4.46	0.84	2.84	0.93	++
38	E-8	Teacher certification requirements are sufficiently flexible to encourage experimentation and innovation in colleges and universities.	4.46	0.79	2.62	1.17	++

TABLE 4 (Continued)

Ideal Rank	Category & Number	Statement	Ideal Mean	Ideal SD	Real Mean	Real SD	Class of Need
39	D-3	Teachers who provide leadership in work with exceptional children are certified in special education.	4.45	0.85	3.31	1.07	++
40	E-11	The state department of education regularly evaluates local school districts' programs for exceptional children.	4.44	0.84	3.06	1.10	++
41	E-4	The state department of education provides leadership in identifying personnel preparation needs, both at preservice and inservice levels.	4.40	0.73	3.03	0.97	++
42	B-7	Community colleges, universitites and colleges develop a consortium to offer training to special educators (professional and paraprofessional).	4.39	0.79	2.15	0.85	+
43	C-11	The public School provide special programs and support services for the severely retarded.	4.37	0.83	2.48	1.07	+

TABLE 5

EVENT STATEMENTS WHOSE IDEAL MEAN SCORES
FALL BELOW THE TOTAL GROUP MEAN

Ideal Rank	Category & Number	Statement	Ideal		Real		Class of Need
			Mean	SD	Mean	SD	
44	E-5	Certification of administrators who work with exceptional children is based on performance (competency) standards in functions to be performed.	4.35	0.89	2.10	1.20	+++
45	A-7	Day care centers in Maryland have programs for young handicapped children (0-5).	4.31	0.95	2.32	0.80	+++
46	D-12	Teachers of children in regular classes acquaint students with the human, legal, and educational rights of exceptional children.	4.31	0.98	1.98	1.02	+++
47	B-11	Teacher training programs for regular classroom teachers require at least 6 credits of course work in special education.	4.25	1.14	1.40	0.85	+++
48	A-5	Schools provide special classes educate highly disruptive children.	4.23	0.99	2.11	0.81	+++
49	C-6	Districts employ teachers who have demonstrated teaching competency, rather than on the basis of college courses or degrees.	4.21	1.08	2.04	0.96	+++
50	B-9	Community colleges provide complete vocational training programs for handicapped teenagers and adults.	4.15	0.88	1.56	0.62	+++
51	A-3	Teachers suggest to parents methods or techniques for changing behaviors of students.	4.14	0.85	2.71	0.81	+++
52	B-3	Competency-based training is a viable alternative for the education and certification of teachers of exceptional children.	4.10	1.14	1.99	0.95	+++

TABLE 5 (Continued)

Ideal Rank	Category & Number	Statement	Ideal		Real		Class of Need
			Mean	SD	Mean	SD	
53	C-12	Local school districts, in addition to colleges and universities, provide preservice training programs for prospective teachers.	4.05	1.04	2.24	1.06	+++
54	B-6	Preservice training of special education teachers requires experience in teaching normal children.	4.03	1.08	2.39	1.10	+++
55	B-13	Colleges provide preservice training programs based on local school district needs.	4.02	1.07	1.73	0.82	+++
56	B-10	Colleges preparing special education teachers develop "generalists", capable of teaching a wide range of learning handicapped students.	3.94	1.10	2.84	1.09	+++
57	A-2	Parents are directly involved in the decision making processes regarding special education programs at the local district level.	3.90	0.93	2.19	1.10	+++
58	B-8	Special educators are required to take course work in recreation for the handicapped.	3.88	0.97	1.74	0.85	+++
59	C-10	Public schools employ special physical educators for the handicapped.	3.87	1.04	1.89	0.95	+++
60	E-1	Teacher certification in special education requires an identified area of specialization, such as mental retardation, blind, emotional disturbances.	3.76	1.18	3.17	1.43	+++
61	A-4	Non-public agencies play a major role in providing programs and services to the handicapped.	3.58	1.06	2.82	0.87	+++

TABLE 5 (Continued)

Ideal Rank	Category & Number	Statement	Ideal		Real		Class of Need
			Mean	SD	Mean	SD	
62	A-6	Severely and profoundly handicapped children are educated in conventional state supported residential institutions.	3.50	1.28	3.23	1.20	+++
63	B-12	Teacher training programs train only "generalist" teachers capable of effectively teaching both regular and special education students.	2.99	1.41	1.87	1.08	+++
64	C-8	Public school funds are used to fund private tutoring for children with special needs.	2.83	1.40	1.94	1.01	+++
65	C-15	IQ tests are used as the prime tool in the educational placement of children.	2.23	0.82	3.47	1.18	-

Explanation of Tables 6, 7 and 8

Tables 6, 7 and 8 show the first priority training items as expressed by each referent group and provide interesting visual aids for making comparisons among and between the groups.

Table 6 simply shows the total number of items considered to be first priority training needs, according to the statistical rationale, as expressed by the total sample and each referent group. The table also shows the number of "low Ideal, high real" statements as marked by each group, as well as the number of "controversial" items within the first priority needs as indicated by the standard deviation scores (above 1.00).

Table 7 shows the first priority training needs clustered according to the group headings of the survey instrument: The Community, Colleges and Universities, School Districts, Teachers, State Education Agency.

Table 8 provides a graphic display of the data on first priority training needs which is summarized in Tables 6 and 7.

The tables are followed by a series of lists containing the written description of each statement considered to be first priority training needs by the referent groups.

TABLE 6

NUMBER OF FIRST PRIORITY NEEDS AS EXPRESSED BY EACH REFERENT GROUP

Group	First Priority Needs (+)	Low Ideal, High Real	Number of Controversal Items (SD over 1.00) on Real Scale
Total Sample	17	1	3
Regular Education Teachers	22	0	10
Regular Education Administrators	23	1	5
Special Education Teachers	20	0	7
Special Education Supervisors	27	1	10
Private Agencies	25	3	4
Handicapped Parent Groups	28	2	1
PTA Representatives	22	1	5
University Professors - Regular Education	24	1	1
University Professors - Special Education	27	1	1
Department of Education - Regular Education	30	1	3
Department of Education - Special Education	29	2	2

TABLE 7

NUMBER OF FIRST PRIORITY TRAINING NEEDS WITHIN EACH SURVEY HEADING

Group	The Community	Colleges & Universities	School Districts	Teachers	State Education Agency	Total
Total Sample	1	6	6	6	0	17
Regular Education Teachers	3	7	8	4	0	22
Regular Education Administrators	1	10	4	4	4	23
Special Education Teachers	3	4	7	4	2	20
Special Education Supervisors	2	12	5	5	3	27
Private Agencies	2	5	11	5	2	25
Handicapped Parent Groups	3	7	8	4	6	28
PTA Representatives	3	7	5	4	3	22
University Professors - Regular Education	4	3	10	6	1	24
University Professors - Special Education	3	6	11	5	2	27
Department of Education - Regular Education	2	11	7	7	3	30
Department of Education - Special Education	2	10	9	6	1	28

Table 8

Comparison of First Priority Training Needs As Expressed by Each Referent Group

Category and Statement Number	Total Sample		Regular Ed Teachers	Regular Ed Administrators	Special Ed Teachers	Special Ed Supervisors	Private Agencies	Special Ed Parent Groups	PTA	University General Ed Professors	Special Ed Professors	Dept. of Ed General Educators	Dept. of Ed Special Educators
A. The Community													
1	x		x	x	x	x	x			x	x		x
2								x	x			x	x
3													
4													
5								x	x	x	x	x	
6													
7			x		x			x	x	x			
8			x		x	x	x			x	x		
B. Colleges and Universities													
1			x	x		x		x				x	
2			x	x		x			x			x	x
3				x		x						x	
4	x			x		x	x	x	x			x	x
5	x		x	x	x	x					x		x
6												x	
7	x		x	x		x	x	x	x			x	x
8				x		x						x	
9								x		x	x	x	x
10										x			
11					x	x	x	x	x		x		x
12													
13				x		x			x				x

Table 8

Comparison of First Priority Training Needs As Expressed by Each Referent Group

Category and Statement Number	Total Sample		Regular Ed Teachers	Regular Ed Administrators	Special Ed Teachers	Special Ed Supervisors	Private Agencies	Special Ed Parent Groups	PTA	University General Ed Professors	Special Ed Professors	Dept. of Ed General Educators	Dept. of Ed Special Educators
B. Colleges and													
Universities													
14	x		x	x	x	x	x	x	x	x	x	x	x
15	x		x			x	x				x	x	x
16	x		x	x	x	x		x	x		x	x	x
C. School Districts													
1	x		x		x		x			x	x	x	
2	x		x	x	x		x	x	x	x	x	x	x
3			x				x	x		x	x	x	x
4	x		x	x	x	x	x	x	x		x	x	x
5							x				x	x	x
6			x			x		x		x	x	x	x
7							x			x			
8													
9			x				x	x		x	x		
10							x		x	x			
11	x				x	x	x			x	x	x	
12						x			x				
13	x		x	x	x		x	x		x	x	x	
14													
15					x								
16			x							x	x	x	
17								x					
18	x		x	x	x	x	x	x	x		x	x	x

Table 8

Comparison of First Priority Training Needs As Expressed by Each Referent Group

Category and Statement Number	Total Sample		Regular Ed Teachers	Regular Ed Administrators	Special Ed Teachers	Special Ed Supervisors	Private Agencies	Special Ed Parent Groups	PTA	University General Ed Professors	Special Ed Professors	Dept. of Ed General Educators	Dept. of Ed Special Educators
D. Teachers													
1	x		x	x	x	x	x			x	x	x	x
2	x		x	x	x	x	x	x	x	x		x	x
3													
4			x					x				x	
5	x		x		x	x	x	x		x		x	x
6													
7												x	
8								x					
9	x			x	x	x	x		x	x	x		x
10				x									
11											x		
12						x	x		x	x	x	x	x
13									x	x	x	x	x
E. State Education Agency													
1													
2					x	x		x					
3				x	x							x	
4				x									
5				x		x	x	x	x	x	x		x
6													
7								x	x				

Table 8

Comparison of First Priority Training Needs As Expressed by Each Referent Group

Category and Statement Number	Total Sample		Regular Ed Teachers	Regular Ed Administrators	Special Ed Teachers	Special Ed Supervisors	Private Agencies	Special Ed Parent Groups	PTA	University General Ed Professors	Special Ed Professors	Dept. of Ed General Educators	Dept. of Ed Special Educators
E. State Education Agency													
8				x		x	x	x	x		x		
10								x				x	
11								x				x	

FIRST PRIORITY NEEDS AS EXPRESSED BY ALL RESPONDENTS (N=17)

The Community

Parents receive counseling services to help them deal with emotional and adjustment problems in coping with handicapped children.

Colleges and Universities

Training of teachers includes units on the importance of the home in the education of the exceptional child.

Teachers and classroom aides receive training in diagnostic and prescriptive teaching.

Community colleges, universities and colleges develop a consortium to offer training to special educators (professional and paraprofessional).

College preparation programs train teachers to work with teacher aides and other paraprofessionals.

Training in behavior management techniques is an integral part of all teacher training curricula.

Preparation programs include coursework in counseling students and parents.

School Districts

Art (music, drama, creative play, etc.), and recreation or physical education programs for the handicapped are provided in every school.

Handicapped students are adequately prepared for employment through vocational education programs in the schools.

School curriculum for grades K-12 create positive attitudes toward people who "differ" from the norm.

Public schools provide special programs and support services for the severely retarded.

Guidance and counseling services are available to each handicapped student in the elementary and secondary schools.

Local school districts have an effective inservice training program for school administrators.

Teachers

Terminology of handicapped conditions is clearly defined and understood by all personnel responsible for educational programming.

Teacher-pupil ratios are adequate in providing for special needs within a regular classroom.

Teachers adjust adequately to their problems arising from the integrating of handicapped children in regular classrooms.

Inservice training programs in the supervision of teacher aides and assistants are available to classroom teachers.

FIRST PRIORITY NEEDS AS EXPRESSED BY REGULAR EDUCATION TEACHERS (N=22)

The Community

Parents receive counseling services to help them deal with emotional and adjustment problems in coping with handicapped children.

Day care centers in Maryland have programs for young handicapped children (0-5).

Employers, sheltered workshops and community agencies work with schools in developing on-the-job training opportunities for exceptional children.

Colleges and Universities

Practical training experiences are integrated elements of preparation programs for developing general and special education teachers.

Inservice training programs are developed cooperatively between the colleges, agencies and the school systems.

Teachers and classroom aides receive training in diagnostic and prescriptive teaching.

Community colleges, universities and colleges develop a consortium to offer training to special educators (professional and paraprofessional).

College preparation programs train teachers to work with teacher aides and other paraprofessionals.

Training in behavior management techniques is an integral part of all teacher training curricula.

Preparation programs include coursework in counseling students and parents.

School Districts

Art (music, drama, creative play, etc.), and recreation or physical education programs for the handicapped are provided in every school.

Handicapped students are adequately prepared for employment through vocational education programs in the schools.

Children are placed in programs according to educational and developmental needs, not according to categorical labels.

School curriculum for grades K-12 create positive attitudes toward people who "differ" from the norm.

Districts employ teachers who have demonstrated teaching competency, rather than on the basis of college courses or degrees.

Public schools have an effective program for the identification and placement of children with handicapping conditions.

Guidance and counseling services are available to each handicapped student in the elementary and secondary schools.

Local school districts have an effective inservice training program for school administrators.

Teachers

Terminology of handicapped conditions is clearly defined and understood by all personnel responsible for educational programming.

Teacher-pupil ratios are adequate in providing for special needs within a regular classroom.

Teachers and administrators are directly involved in planning and delivering inservice programs which meet their needs.

Teachers adjust adequately to their problems arising from the integrating of handicapped children in regular classrooms.

FIRST PRIORITY NEEDS AS EXPRESSED BY REGULAR EDUCATION ADMINISTRATORS (N=23)

The Community

Parents receive counseling services to help them deal with emotional and adjustment problems in coping with handicapped children.

Colleges and Universities

Teachers and classroom aides receive training in diagnostic and prescriptive teaching.

Practical training experiences are integrated elements of preparation programs for developing general and special education teachers.

College preparation programs train teachers to work with teacher aides and other paraprofessionals.

Colleges provide preservice training programs based on local school district needs.

Training of teachers includes units on the importance of the home in the education of the exceptional child.

Community colleges, universities and colleges develop a consortium to offer training to special educators (professional and paraprofessional).

Inservice training programs are developed cooperatively between the colleges, agencies and the school systems.

Preparation programs include coursework in counseling students and parents.

Special educators are required to take coursework in recreation for the handicapped.

Competency-based training is a viable alternative for the education and certification of teachers of exceptional children.

School Districts

School curriculum for grades K-12 create positive attitudes toward people who "Differ" from the norm.

Handicapped students are adequately prepared for employment through vocational education programs in the schools.

Local school districts have an effective inservice training program for school administrators.

Guidance and counseling services are available to each handicapped student in the elementary and secondary schools.

Teachers

Teacher-pupil rations are adequate in providing for special needs within a regular classroom.

Inservice training programs in the supervision of teacher aides and assistants are available to classroom teachers.

Terminology of handicapped conditions is clearly defined and understood by all personnel responsible for educational programming.

Teacher organizations support and encourage inservice training activities.

State Education Agency

The Department of Education collects and disseminates significant materials and strategies used by various training agencies in the state.

The Department of Education provides leadership in identifying personnel preparation needs, both at preservice and inservice levels.

Teacher certification requirements are sufficiently flexible to encourage experimentation and innovation in colleges and universities.

Certification of administrators who work with exceptional children is based on performance (competency) standards in functions to be performed.

HIGH PRIORITY NEEDS AS EXPRESSED BY SPECIAL EDUCATION TEACHERS (N=19)

The Community

Parents receive counseling services to help them deal with emotional and adjustment problems in coping with handicapped children.

Employers, sheltered workshops and community agencies work with schools in developing on-the-job training opportunities for exceptional children.

Day care centers in Maryland have programs for young handicapped children (0-5).

Colleges and Universities

Teachers and classroom aides receive training in diagnostic and prescriptive teaching.

Preparation programs include coursework in counseling students and parents.

College preparation programs train teachers to work with teacher aides and other paraprofessionals.

Teacher training programs for regular classroom teachers require at least six credits of course work in special education.

School Districts

Guidance and counseling services are available to each handicapped student in the elementary and secondary schools.

Local school districts have an effective inservice training program for school administrators.

Art (music, drama, creative play, etc.), and recreation or physical education programs for the handicapped are provided in every school.

School curriculum for grades K-12 create positive attitudes toward people who "differ" from the norm.

Handicapped students are adequately prepared for employment through vocational education programs in the schools.

Public schools provide special programs and support services for the severely retarded.

Teachers

Terminology of handicapped conditions is clearly defined and understood by all personnel responsible for educational programming.

Teacher-pupil rations are adequate in providing for special needs within a regular classroom.

Inservice training programs in the supervision of teacher aides and assistants are available to classroom teachers.

Teachers adjust adequately to their problems arising from the integrating of handicapped children in regular classrooms.

State Education Agency

The Department of Education personnel help individuals interested in developing services for the handicapped to locate support, especially financial support.

The Department of Education collects and disseminates significant materials and strategies used by various training agencies in the state.

HIGH PRIORITY NEEDS AS EXPRESSED BY SPECIAL EDUCATION SUPERVISORS (N=27)

The Community

Parents receive counseling services to help them deal with emotional and adjustment problems in coping with handicapped children.

Employers, sheltered workshops and community agencies work with schools in developing on-the-job training opportunities for exceptional children.

Colleges and Universities

Practical training experiences are integrated elements of preparation programs for developing general and special education teachers.

Preparation programs include coursework in counseling students and parents.

Teacher training programs for regular classroom teachers require at least six credits of course work in special education

College preparation programs train teachers to work with teacher aides and other paraprofessionals.

Teachers and classroom aides receive training in diagnostic and prescriptive teaching.

Training of teachers includes units on the importance of the home in the education of the exceptional child.

Training in behavior management techniques is an integral part of all teacher training curricula.

Competency-based training is a viable alternative for the education and certification of teachers of exceptional children.

Community colleges, universities and colleges develop a consortium to offer training to special educators (professional and paraprofessional).

Colleges provide preservice training programs based on local school district needs.

Special educators are required to take course work in recreation for the handicapped.

Inservice training programs are developed cooperatively between the colleges, agencies and the school systems.

School Districts

School curriculum for grades K-12 create positive attitudes towards people who "differ" from the norm.

Districts employ teachers who have demonstrated teaching competency, rather than on the basis of college courses or degrees.

Local school districts have an effective inservice training program for school administrators.

Local school districts provide preservice training programs for prospective teachers.

Public schools employ special physical educators for the handicapped.

Teachers

Teacher certification requirements are sufficiently flexible to encourage experimentation and innovation in colleges and universities.

State Education Agency

The Department of Education personnel help individuals interested in developing services for the handicapped to locate support, especially financial support.

Certification of administrators who work with exceptional children is based on performance (competency) standards in functions to be performed.

HIGH PRIORITY NEEDS AS EXPRESSED BY PRIVATE AGENCY REPRESENTATIVES (N=25)

The Community

Parents receive counseling services to help them deal with emotional and adjustment problems in coping with handicapped children.

Employers, sheltered workshops and community agencies work with schools in developing on-the-job training opportunities for exceptional children.

Colleges and Universities

Training in behavior management techniques is an integral part of all teacher training curricula.

Teacher training programs for regular classroom teachers require at least six credits of course work in special education.

Training of teachers includes units on the importance of the home in the education of the exceptional child.

College preparation programs train teachers to work with teacher aides and other paraprofessionals.

Community colleges, universities and colleges develop a consortium to offer training to special educators (professional and paraprofessional).

School Districts

Handicapped students are adequately prepared for employment through vocational education programs in the schools.

Children are placed in programs according to educational and developmental needs, not according to categorical labels.

School curriculum for grades K-12 create positive attitudes towards people who "differ" from the norm.

School districts have an "early identification" program in kindergarten and grade one.

Public schools have an effective program for the identification and placement of children with handicapping conditions.

Guidance and counseling services are available to each handicapped student in the elementary and secondary schools.

Local school districts have an effective inservice training program for school administrators.

Art (music, drama, creative play, etc.), and recreation or physical education programs for the handicapped are provided in every school.

All handicapped children are educated in the least restrictive alternative model.

Public schools employ special physical educators for the handicapped.

Public schools provide special programs and support services for the severely retarded.

Teachers

Teachers and administrators are directly involved in planning and delivering inservice programs which meet their needs.

Teacher-pupil ratios are adequate in providing for special needs within a regular classroom.

Inservice training programs in the supervision of teacher aides and assistants are available to classroom teachers.

Teachers of children in regular classes acquaint students with the human, legal, and educational rights of exceptional children.

Teachers adjust adequately to their problems arising from the integrating of handicapped children in regular classrooms.

State Education Agency

Teacher certification requirements are sufficiently flexible to encourage experimentation and innovation in colleges and universities.

Certification of administrators who work with exceptional children is based on performance (competency) standards in functions to be performed.

HIGH PRIORITY NEEDS AS EXPRESSED BY SPECIAL EDUCATION PARENT GROUPS (N=28)

The Community

Day care centers in Maryland have programs for young handicapped children (0-5).

Schools provide special classes to educate highly disruptive children.

Parents are directly involved in the decision making processes regarding special programs at the local district level.

Colleges and Universities

Practical training experiences are integrated elements of preparation programs for developing general and special education teachers.

Training of teachers includes units on the importance of the home in the education of the exceptional child.

Teacher training programs for regular classroom teachers require at least six credits of course work in special education.

Preparation programs include coursework in counseling students and parents.

Community colleges provide complete vocational training programs for handicapped teenagers and adults.

College preparation programs train teachers to work with teacher aides and other paraprofessionals.

Community colleges, universities and colleges develop a consortium to offer training to special educators (professional and paraprofessional).

School Districts

Handicapped students are adequately prepared for employment through vocational education programs in the schools.

Public schools provide special programs and support services for the severely retarded.

Public schools have an effective program for the identification and placement of children with handicapping conditions.

General and special education administrators work together effectively for the advancement of the educational program.

School curriculum for grades K-12 create positive attitudes toward people who "differ" from the norm.

Local school districts have an effective inservice training program for school administrators.

Guidance and counseling services are available to each handicapped student in the elementary and secondary schools.

Children are placed in programs according to educational and developmental needs, not according to categorical labels.

Districts employ teachers who have demonstrated teaching competency, rather than on the basis of college courses or degrees.

Teachers

Teacher aides and assistants are used effectively in the public school system.

Teacher-pupil ratios are adequate in providing for special needs within a regular classroom.

Teachers adjust adequately to their problems arising from the integrating of handicapped children in regular classrooms.

Teachers and administrators are directly involved in planning and delivering inservice programs which meet their needs.

State Education Agency

The Department of Education regularly evaluates local school districts' programs for exceptional children.

Certification of administrators who work with exceptional children is based on performance (competency) standards in functions to be performed.

The State Department of Education enforces statewide standardized guidelines and regulations for non-public schools serving handicapped children.

Periodic renewal of certification is based on relevant and continuous professional development.

Department of Education personnel help individuals interested in developing services for the handicapped to locate support, especially financial support.

Teacher certification requirements are sufficiently flexible to encourage experimentation and innovation in colleges and universities.

HIGH PRIORITY NEEDS AS EXPRESSED BY PTA REPRESENTATIVES (N=22)

The Community

Schools provide special classes to educate highly disruptive children.

Parents are directly involved in the decision making processes regarding special programs at the local district level.

Day care centers in Maryland have programs for young handicapped children (0-5).

Colleges and Universities

Training of teachers includes units on the importance of the home in the education of the exceptional child.

Inservice training programs are developed cooperatively between the colleges, agencies and the school systems.

College preparation programs train teachers to work with teacher aides and other paraprofessionals.

Preparation programs include coursework in counseling students and parents.

Teacher training programs for regular classroom teachers require at least six credits of course work in special education.

Colleges provide preservice training programs based on local school district needs.

Community colleges, universities and colleges develop a consortium to offer training to special educators (professional and paraprofessional).

School Districts

School curriculum for grades K-12 create positive attitudes toward people who "differ" from the norm.

Local school districts have an effective inservice training program for school administrators.

Local school districts provide preservice training programs for prospective teachers.

Handicapped students are adequately prepared for employment through vocational education programs in the schools.

Public schools employ special physical educators for the handicapped.

Teachers

Teacher-pupil ratios are adequate in providing for special needs within a regular classroom.

Prescriptive, individualized instruction is provided each child in special education programs.

Teachers of children in regular classes acquaint students with the human, legal, and educational rights of exceptional children.

Inservice training programs in the supervision of teacher aides and assistants are available to classroom teachers.

State Education Agency

The Department of Education enforces statewide standardized guidelines and regulations for non-public schools serving handicapped children.

Teacher certification requirements are sufficiently flexible to encourage experiemntation and innovation in colleges and universities.

Certification of administrators who work with exceptional children is based on performance (competency) standards in functions to be performed.

HIGH PRIORITY NEEDS AS EXPRESSED BY UNIVERSITY REGULAR ED PROFESSORS (N=24)

The Community

Parents receive counseling services to help them deal with emotional and adjustment problems in coping with handicapped children.

Schools provide special classes to educate highly disruptive children.

Employers, sheltered workshops and community agencies work with schools in developing on-the-job training opportunities for exceptional children.

Day care centers in Maryland have programs for young handicapped children (0-5).

Colleges and Universities

College preparation programs train teachers to work with teacher aides and other paraprofessionals.

Community colleges provide complete vocational training programs for handicapped teenagers and adults.

Colleges preparing special education teachers develop "generalists", capable of teaching a wide range of learning handicapped students.

School Districts

Public schools have an effective program for the identification and placement of children with handicapping conditions.

School districts have an "early identification" program in kindergarten and grade one.

Guidance and counseling services are available to each handicapped student in the elementary and secondary schools.

Children are placed in programs according to educational and developmental needs, not according to categorical labels.

Handicapped students are adequately prepared for employment through vocational education programs in the schools.

Administrators and teachers appropriately utilize legal due process guarantees in the diagnosis, placement and exclusion of handicapped children.

Art (music, drama, creative play, etc.), and recreation or physical education programs for the handicapped are provided in every school.

Districts employ teachers who have demonstrated teaching competency, rather than on the basis of college courses or degrees.

Public schools employ special physical educators for the handicapped.

Public schools provide special programs and support services for the severely retarded.

Teachers

Terminology of handicapped conditions is clearly defined and understood by all personnel responsible for educational programming.

Inservice training programs in the supervision of teacher aides and assistants are available to classroom teachers.

Prescriptive, individualized instruction is provided each child in special education programs.

Teachers adjust adequately to their problems arising from the integrating of handicapped children in regular classrooms.

Teachers of children in regular classes acquaint students with the human, legal, and educational rights of exceptional children.

Teacher-pupil ratios are adequate in providing for special needs within a regular classroom.

State Education Agency

Certification of administrators who work with exceptional children is based on performance (competency) standards in functions to be performed.

HIGH PRIORITY NEEDS AS EXPRESSED BY UNIVERSITY SPECIAL EDUCATION PROFESSORS (N=27)

The Community

Employers, sheltered workshops and community agencies work with schools in developing on-the-job training opportunities for exceptional children.

Parents receive counseling services to help them deal with emotional and adjustment problems in coping with handicapped children.

Schools provide special classes to educate highly disruptive children.

Colleges and Universities

Community colleges provide complete vocational training programs for handicapped teenagers and adults.

Teachers and classroom aides receive training in diagnostic and prescriptive teaching.

College preparation programs train teachers to work with teacher aides and other paraprofessionals.

Preparation programs include coursework in counseling students and parents.

Training in behavior management techniques is an integral part of all teacher training curricula.

Teacher training programs for regular classroom teachers require at least six credits of course work in special education.

School Districts

Public schools have an effective program for the identification and placement of children with handicapping conditions.

Children are placed in programs according to educational and developmental needs, not according to categorical labels.

All handicapped children are educated in the least restrictive alternative model.

Handicapped students are adequately prepared for employment through vocational education programs in the schools.

School curriculum for grades K-12 create positive attitudes toward people who "differ" from the norm.

Administrators and teachers appropriately utilize legal due process guarantees in the diagnosis, placement and exclusion of handicapped children.

Art (music, drama, creative play, etc.), and recreation or physical education programs for the handicapped are provided in every school.

Local school districts have an effective inservice training program for school administrators.

Public schools provide special programs and support services for the severely retarded.

Guidance and counseling services are available to each handicapped student in the elementary and secondary schools.

Districts employ teachers who have demonstrated teaching competency, rather than on the basis of college courses or degrees.

Teachers

Teachers seek cooperation from parents in solving problems of mutual concern.

Terminology of handicapped conditions is clearly defined and understood by all personnel responsible for educational programming.

Inservice training programs in the supervision of teacher aides and assistants are available to classroom teachers.

Prescriptive, individualized instruction is provided each child in special education programs.

Teachers of children in regular classes acquaint students with the human, legal, and educational rights of exceptional children.

State Education Agency

Teacher certification requirements are sufficiently flexible to encourage experimentation and innovation in colleges and universities.

Certification of administrators who work with exceptional children is based on performance (competency) standards in functions to be performed.

HIGH PRIORITY NEEDS AS EXPRESSED BY DEPARTMENT OF EDUCATION GENERAL EDUCATORS (N=30)

The Community

Schools provide special classes to educate highly disruptive children.

Parents are directly involved in the decision making processes regarding special education programs at the local district level.

Colleges and Universities

Inservice training programs are developed cooperatively between the colleges, agencies and the school systems.

Practical training experiences are integrated elements of preparation programs for developing general and special education teachers.

Community colleges, universities and colleges develop a consortium to offer training to special educators (professional and paraprofessional).

Preparation programs include coursework in counseling students and parents.

Preservice training of special education teachers requires experience in teaching normal children.

Competency-based training is a viable alternative for the education and certification of teachers of exceptional children.

Training of teachers includes units on the importance of the home in the education of the exceptional child.

College preparation programs train teachers to work with teacher aides and other paraprofessionals.

Special educators are required to take coursework in recreation for the handicapped.

Training in behavior management techniques is an integral part of all teacher training curricula.

Community colleges provide complete vocational training programs for handicapped teenagers and adults.

School Districts

Local school districts have an effective inservice training program for school administrators.

Districts employ teachers who have demonstrated teaching competency, rather than on the basis of college courses or degrees.

All handicapped children are educated in the least restrictive alternative model.

Teachers

Prescriptive, individualized instruction is provided each child in special education programs.

Terminology of handicapped conditions is clearly defined and understood by all personnel responsible for educational programming.

Teacher-pupil ratios are adequate in providing for special needs within a regular classroom.

Teachers and administrators are directly involved in planning and delivering inservice programs which meet their needs.

Teachers adjust adequately to their problems arising from the integrating of handicapped children in regular classrooms.

Teachers have as an educational goal strengthening the self-image of handicapped students.

Teachers of children in regular classes acquaint students with the human, legal and educational rights of exceptional children.

State Education Agency

The Department of Education collects and disseminates significant materials and strategies used by various training agencies in the state.

Periodic renewal of certification is based on relevant and continuous professional development.

The Department of Education regularly evaluates local school districts' programs for exceptional children.

HIGH PRIORITY NEEDS AS EXPRESSED BY DEPARTMENT OF EDUCATION SPECIAL EDUCATORS (N=28)

The Community

Parents receive counseling services to help them deal with emotional and adjustment problems in coping with handicapped children.

Parents are directly involved in the decision making processes regarding special education programs at the local district level.

Colleges and Universities

Inservice training programs are developed cooperatively between the colleges, agencies and the school systems.

Community colleges, universities and colleges develop a consortium to offer training to special educators (professional and paraprofessional).

Training in behavior management techniques is an integral part of all teacher training curricula.

Teachers and classroom aides receive training in diagnostic and prescriptive teaching.

College preparation programs train teachers to work with teacher aides and other paraprofessionals.

Training of teachers includes units on the importance of the home in the education of the exceptional child.

Community colleges provide complete vocational training programs for handicapped teenagers and adults.

Colleges provide preservice training programs based [illegible] local school district needs.

Preparation programs include coursework in counseling students and parents.

Teacher training programs for regular classroom teachers require at least six credits of course work in special education.

School Districts

School curriculum for grades K-12 create positive attitudes toward people who "differ" from the norm.

All handicapped children are educated in the least restrictive alternative model.

Handicapped students are adequately prepared for employment through vocational education programs in the schools.

Children are placed in programs according to educational and developmental needs, not according to categorical labels.

Public schools provide special programs and support services for the severely retarded.

Guidance and counseling services are available to each handicapped student in the elementary and secondary schools.

Administrators and teachers appropriately utilize legal due process guarantees in the diagnosis, placement and exclusion of handicapped children.

Districts employ teachers who have demonstrated teaching competency, rather than on the basis of college courses or degrees.

Local school districts have an effective inservice training program for school administrators.

Teachers

Prescriptive, individualized instruction is provided each child in special education programs.

Teacher-pupil ratios are adequate in providing for special needs within a regular classroom.

Terminology of handicapped conditions is clearly defined and understood by all personnel responsible for educational programming.

Teachers adjust adequately to their problems arising from the integrating of handicapped children in regular classrooms.

Inservice training programs in the supervision of teacher aides and assistants are available to classroom teachers.

Teachers of children in regular classes acquaint students with the human, legal and educational rights of exceptional children.

State Education Agency

Certification of administrators who work with exceptional children is based on performance (competency) standards in functions to be performed.

Chapter IV

SUMMARY

The objective of this study was to identify personnel training needs within the education community of Maryland. Training needs were assessed according to opinions of persons who ultimately will be affected and involved in change processes in the state.

Need for the Survey

The survey was conducted because of the following new demands being placed on state education agencies as a result of recent events in Maryland and the United States.

- Major special education legislation and litigation have placed new responsibilities on the state education agency to provide quality services for all handicapped children.
- Information on available resources for serving the handicapped and levels of parental and professional educator satisfaction with existing services was needed for setting priorities and goals.

What Was Ascertained from the Data?

The survey format and statistical procedures yielded data which provided a multi-dimensional view of 65 event statements represented within the instrument form. The data provided

- Actual, or "state of the art" of 65 conditions as seen by 11 referent groups and the total sample.
- Views of the desired, or Ideal, state these conditions should attain
- A list of training needs as perceived by the total sample and each referent group
- The degree of consensus among and between groups on both the actual (real) and desired (ideal) conditions
- A rank order of priorities of the 65 statements as seen by the total sample and each referent group
- A way for each referent group to see its perceptions in comparison with other group's perceptions
- A way for major segments of the educational community, as represented by clusters of event statements (The Community, Colleges and Universities, etc.) to see itself the way other referent groups see it.

Data was clustered according to commonality of events and was presented in tabular and graphic format in order to provide useful information for planning and decision making of the Special Education Ad Hoc Task Force. A statistical rationale was used which allowed for easy clustering of statements into broad areas. However, in order to meet the intent of the Ad Hoc Task Force readers are cautioned to carefully examine all of the data available on each statement in the survey before making decisions on setting further priorities and setting goals.

APPENDIX A

A Survey of Opinions on the Training of Teachers of Exceptional Children

June - July, 1975

A Project of the Maryland
State Department of Education

INSTRUCTIONS

Name ______________________

Position ______________________

No. of years in education ________

By completing this questionnaire you will assist the State Department of Education plan for, develop or improve teacher preparation programs and inservice development programs to help accomplish the goal of providing an appropriate educational program for all handicapped children in Maryland.

Please respond twice to each statement presented on the following pages:

(1) To what extent does the condition actually exist?
(2) To what extent should the condition exist?

Your responses to these two questions about each statement will be selected from the following five choices.

	Actually Exists		Should Exist
(1)	Condition does not exist at all	(1)	Condition should not exist at all
(2)	Condition exists to a slight extent	(2)	Condition should exist to a slight extent
(3)	Condition exists to a moderate extent	(3)	Condition should exist to a moderate extent
(4)	Condition exists to a fairly large extent	(4)	Condition should exist to a fairly large extent
(5)	Condition exists to a very large extent	(5)	Condition should exist to a very large extent

If you do not know the extent to which the condition exists or do not have an opinion on the extent the condition should exist, please leave blank the space provided for your answer.

EXAMPLE

	Actually Exists	Should Exist
Teachers are given the encouragement and the financial resources to participate in a continuing education program.	2	5

In the example, the person answering has indicated that (a) he/she believes that to a slight extent teachers actually are given the encouragement and the financial resources to participate in a continuing education program, and that (b) he/she believes that to a very large extent incentives and financial resources should be provided teachers to participate in a continuing education program.

Remember to respond to both scales for each statement. Please be objective and use do not know only if you can make no judgment. A scale is provided on each page for your reference when responding to the items.

Thank you for your cooperation.

ACTUALLY EXISTS	Not At All	To A Slight Extent	To A Moderate Extent	To A Fairly Large Extent	To A Very Large Extent
	1	2	3	4	5
SHOULD EXIST	Not At All	To A Slight Extent	To A Moderate Extent	To A Fairly Large Extent	To A Very Large Extent

If you do not know the extent to which the condition exists, or do not have an opinion on the extent the condition should exist, please leave blank the space provided for your answer.

Item	Actually Exists	Should Exist
I. THE COMMUNITY		
1. Parents receive counseling services to help them deal with emotional and adjustment problems in coping with handicapped children.	______	______
2. Parents are directly involved in the decision making processes regarding special education programs at the local district level.	______	______
3. Teachers suggest to parents methods or techniques for changing behaviors of students.	______	______
4. Non-public agencies play a major role in providing programs and services to the handicapped.	______	______
5. Schools provide special classes to educate highly disruptive children.	______	______
6. Severely and profoundly handicapped children are educated in conventional state supported residential institutions.	______	______
7. *Day care centers in Maryland have programs for young handicapped children (0-5).	______	______
8. Employers, sheltered workshops and community agencies work with schools in developing on-the-job training opportunities for exceptional children.	______	______

*A center under professional guidance designed to provide care for prekindergarten children of working mothers and others, while providing, at the same time, educational experiences for children.

Item	Actually Exists	Should Exist
II. COLLEGES AND UNIVERSITIES		
1. Practical training experiences are integrated elements of college preparation programs for developing general and special education teachers.	______	______

ACTUALLY EXISTS	Not At All	To A Slight Extent	To A Moderate Extent	To A Fairly Large Extent	To A Very Large Extent
	1	2	3	4	5
SHOULD EXIST	Not At All	To A Slight Extent	To A Moderate Extent	To A Fairly Large Extent	To A Very Large Extent

If you do not know the extent to which the condition exists, or do not have an opinion on the extent the condition should exist, please leave blank the space provided for your answer.	Actually Exists	Should Exist
2. Inservice training programs are developed cooperatively between the colleges, agencies and the school systems.	______	______
3. Competency-based training is a viable alternative for the education and certification of teachers of exceptional children.	______	______
4. Training of teachers includes units on the importance of the home in the education of the exceptional child.	______	______
5. Teachers and classroom aids receive training in diagnostic and prescriptive teaching.	______	______
6. Preservice training of special education teachers requires experience in teaching normal children.	______	______
7. Community colleges, universities and colleges develop a consortium to offer training to special educators (professional and paraprofessional).	______	______
8. Special educators are required to take course work in recreation for the handicapped.	______	______
9. Community colleges provide complete vocational training programs for handicapped teenagers and adults.	______	______
10. Colleges preparing special education teachers develop "generalists", capable of teaching a wide range of learning handicapped students.	______	______
11. Teacher training programs for regular classroom teachers require at least 6 credits of course work in special education.	______	______
12. Teacher training programs train only "generalist" teachers capable of effectively teaching both regular and special education students.	______	______

ACTUALLY EXISTS	Not At All	To A Slight Extent	To A Moderate Extent	To A Fairly Large Extent	To A Very Large Extent
	1	2	3	4	5
SHOULD EXIST	Not At All	To A Slight Extent	To A Moderate Extent	To A Fairly Large Extent	To A Very Large Extent

If you do not know the extent to which the condition exists, or do not have an opinion on the extent the condition should exist, please leave blank the space provided for your answer.

	Actually Exists	Should Exist
13. Colleges provide preservice training programs based on local school district needs.		
14. College teacher preparation programs train prospective teachers to work with teacher aids and other paraprofessionals.		
15. Training in behavior management techniques is an integral part of all teacher training curricula.		
16. Preparation programs include coursework in counseling students and parents.		

III. SCHOOL DISTRICTS

	Actually Exists	Should Exist
1. Art, (music, drama, creative play, etc.), and recreation or physical education programs for the handicapped are provided in every school.		
2. Handicapped students are adequately prepared for employment through vocational education programs in the schools.		
3. Children are placed in programs according to educational and developmental needs, not according to categorical labels.		
4. School curriculum for grades K-12 create positive attitudes toward people who "differ" from the norm.		
5. *All handicapped children are educated in the least restrictive alternative model.		

*Least restrictive alternative--to the maximum extent possible, handicapped children are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular education environment occurs only when the nature of or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

ACTUALLY EXISTS	Not At All	To A Slight Extent	To A Moderate Extent	To A Fairly Large Extent	To A Very Large Extent
	1	2	3	4	5
SHOULD EXIST	Not At All	To A Slight Extent	To A Moderate Extent	To A Fairly Large Extent	To A Very Large Extent

If you do not know the extent to which the condition exists, or do not have an opinion on the extent the condition should exist, please leave blank the space provided for your answer.

	Actually Exists	Should Exist
6. Districts employ teachers who have demonstrated teaching competency, rather than on the basis of college courses or degrees.	______	______
7. School districts have an "early identification" program in kindergarten and grade one.	______	______
8. Public school funds are used to fund private tutoring for children with special needs.	______	______
9. The public schools have an effective program for the identification and placement of children with handicapping conditions.	______	______
10. Public schools employ special physical educators for the handicapped.	______	______
11. The public schools provide special programs and support services for the severely retarded.	______	______
12. Local school districts, in addition to colleges and universities, provide preservice training programs for prospective teachers.	______	______
13. Guidance and counseling services are available to each handicapped student in the elementary and secondary schools.	______	______
14. Public school districts provide an instructional materials and resource center staffed by a full time or part time coordinator.	______	______
15. IQ tests are used as the prime tool in the educational placement of children.	______	______
16. Administrators and teachers appropriately utilize legal due process guarantees in the diagnosis, placement and exclusion of handicapped children in the state of Maryland.	______	______

ACTUALLY EXISTS	Not At All	To A Slight Extent	To A Moderate Extent	To A Fairly Large Extent	To A Very Large Extent
	1	2	3	4	5
SHOULD EXIST	Not At All	To A Slight Extent	To A Moderate Extent	To A Fairly Large Extent	To A Very Large Extent

If you do not know the extent to which the condition exists, or do not have an opinion on the extent the condition should exist, please leave blank the space provided for your answer.	Actually Exists	Should Exist
17. General and special education administrators work together effectively for the advancement of the educational program.	______	______
18. Local school districts have an effective inservice training program for school administrators.	______	______
IV. TEACHERS		
1. Terminology of handicapped conditions is clearly defined and understood by all personnel responsible for educational programming.	______	______
2. Teacher-pupil rations are adequate in providing for special needs within a regular classroom.	______	______
3. Teachers who provide leadership in work with exceptional children are certified in special education.	______	______
4. Teachers and administrators are directly involved in planning and delivering inservice programs which meet their needs.	______	______
5. Teachers adjust adequately to their problems arising from the integrating of handicapped children in regular classrooms.	______	______
6. Teachers use new developments in instructional technology.	______	______
7. Teachers have as an educational goal strengthening the self-image of handicapped students.	______	______
8. Teacher aids and assistants are used effectively in the public school system.	______	______
9. Inservice training programs in the supervision of teacher aids and assistants are available to classroom teachers.	______	______

ACTUALLY EXISTS	Not At All	To A Slight Extent	To A Moderate Extent	To A Fairly Large Extent	To A Very Large Extent
	1	2	3	4	5
SHOULD EXIST	Not At All	To A Slight Extent	To A Moderate Extent	To A Fairly Large Extent	To A Very Large Extent

If you do not know the extent to which the condition exists, or do not have an opinion on the extent the condition should exist, please leave blank the space provided for your answer.

	Actually Exists	Should Exist
10. Teacher organizations support and encourage inservice training activities.	______	______
11. Teachers seek cooperation from parents in solving problems of mutual concern.	______	______
12. Teachers of children in regular classes acquaint students with the human, legal, and educational rights of exceptional children.	______	______
13. Prescriptive, individualized instruction is provided each child in special education programs.	______	______

V. STATE EDUCATION AGENCY

1. Teacher certification in special education requires an identified area of specialization, such as mental retardation, blind, emotional disturbances.	______	______
2. State department of education personnel help individuals interested in developing services for the handicapped to locate support, especially financial support.	______	______
3. The state department of education collects and disseminates significant materials and strategies used by various training agencies in the state.	______	______
4. The state department of education provides leadership in identifying personnel preparation needs, both at preservice and inservice levels.	______	______
5. Certification of administrators who work with exceptional children is based on performance (competency) standards in functions to be performed.	______	______
6. The state department of education offers inservice training programs for teachers and administrators who work with handicapped children.	______	______

ACTUALLY EXISTS	Not At All	To A Slight Extent	To A Moderate Extent	To A Fairly Large Extent	To A Very Large Extent
	1	2	3	4	5
SHOULD EXIST	Not At All	To A Slight Extent	To A Moderate Extent	To A Fairly Large Extent	To A Very Large Extent

If you do not know the extent to which the condition exists, or do not have an opinion on the extent the condition should exist, please leave blank the space provided for your answer.	Actually Exists	Should Exist
7. The state department of education enforces statewide standardized guidelines and regulations for non-public schools serving handicapped children.	______	______
8. Teacher certification requirements are sufficiently flexible to encourage experimentation and innovation in colleges and universities.	______	______
10. Periodic renewal of certification is based on relevant and continuous professional development.	______	______
11. The state department of education regularly evaluates local school districts' programs for exceptional children.	______	______

APPENDIX B

STATE OF MARYLAND
EDUCATION SURVEY
GROUP ALL GROUPS

EPARED 18 AUG 1975

	-IDEAL-			-REAL-		
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION
C - 17	1	4.88	0.33		2.91	0.95
D - 7	2	4.87	0.42		3.18	1.02
D - 8	3	4.86	0.34		3.08	1.01
C - 9	4	4.85	0.38		2.80	0.98
C - 7	5	4.84	0.46		3.04	1.15
✓C - 4	6	4.83	0.42		2.25	0.91
B - 1	7	4.82	0.38		2.79	0.87
✓A - 1	8	4.81	0.41		2.40	0.72
C - 3	9	4.80	0.55		2.57	1.03
D - 13	10	4.79	0.45		2.79	0.92
D - 11	11	4.77	0.46		3.07	0.91
✓C - 2	12	4.76	0.46		2.36	0.92
✓D - 2	13	4.75	0.57		2.22	0.94
✓D - 1	14	4.74	0.53		2.36	0.96
✓✓A - 8	15	4.69	0.52		2.55	0.87
D - 4	16	4.67	0.54		2.82	0.96
C - 16	17	4.66	0.73		3.18	1.19
B - 2	18	4.65	0.54		2.58	1.02
✓C - 1	19	4.65	0.58		2.32	1.18
✓C - 13	20	4.65	0.64		2.19	0.95
✓C - 18	21	4.63	0.68		2.22	1.01
✓B - 5	22	4.63	0.68		2.36	0.81
✓D - 9	23	4.63	0.63		2.17	0.94
C - 14	24	4.63	0.67		3.18	1.33
E - 7	25	4.60	0.74		3.75	1.16
C - 5	26	4.58	0.65		2.64	1.08
F - 10	27	4.56	0.71		3.10	1.13
D - 6	28	4.54	0.62		3.03	0.87
E - 3	29	4.54	0.75		2.73	0.86
✓B - 14	30	4.51	0.66		1.73	0.77
D - 10	31	4.50	0.73		3.03	1.00
✓B - 15	32	4.50	0.77		2.33	0.90
✓B - 4	33	4.49	0.63		2.38	0.92
E - 6	34	4.49	0.77		2.99	0.92
✓D - 5	35	4.47	0.71		2.35	0.76
✓B - 16	36	4.47	0.74		2.00	0.80
E - 2	37	4.46	0.84		2.84	0.93
F - 8	38	4.46	0.79		2.62	1.17
D - 3	39	4.45	0.85		3.31	1.07
E - 11	40	4.44	0.84		3.06	1.10
E - 4	41	4.40	0.73		3.03	0.97
✓B - 7	42	4.39	0.79		2.15	0.85
✓C - 11	43	4.37	0.83		2.48	1.07
E - 5	44	4.35	0.89		2.10	1.20
A - 7	45	4.31	0.95		2.32	0.80
D - 12	46	4.31	0.98		1.98	1.02
B - 11	47	4.25	1.14		1.40	0.85
A - 5	48	4.23	0.99		2.11	0.81
C - 6	49	4.21	1.08		2.04	0.96
B - 9	50	4.15	0.88		1.56	0.62

APPENDIX B

EPARED 18 AUG 1975

STATE OF MARYLAND
EDUCATION SURVEY
GROUP ALL GROUPS

	-IDEAL-			-REAL-		
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION
A - 3	51	4.14	0.85		2.71	0.81
B - 3	52	4.10	1.14		1.99	0.95
C - 12	53	4.05	1.04		2.24	1.06
B - 6	54	4.03	1.08		2.39	1.10
B - 13	55	4.02	1.07		1.73	0.82
B - 10	56	3.94	1.10		2.84	1.09
A - 2	57	3.90	0.93		2.19	1.10
B - 8	58	3.88	0.97		1.74	0.85
C - 10	59	3.87	1.04		1.89	0.95
E - 1	60	3.76	1.18		3.17	1.43
A - 4	61	3.58	1.06		2.82	0.87
A - 6	62	3.50	1.28		3.23	1.20
B - 12	63	2.99	1.41		1.87	1.08
C - 8	64	2.83	1.40		1.94	1.01
C - 15	65	2.23	0.82		3.47	1.18
E - 9	66	0.0	0.0		0.0	0.0
ALL CATEGORIES		4.37	0.94		2.54	1.10
NO RESPONSES			903			1778

18

APPENDIX C

STATE OF MARYLAND
EPARED 18 AUG 1975
EDUCATION SURVEY
GROUP REGULAR ED TEACHERS

	IDEAL			REAL		
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION
THE COMMUNITY						
A - 1	1	4.91	0.29		2.50	0.67 ✓
A - 7	2	4.67	0.89		2.54	0.63 ✓
A - 8	3	4.57	0.58		2.74	0.78 ✓
A - 5	4	4.38	0.79		2.09	0.85
A - 6	5	4.26	1.02		3.33	1.11
A - 3	6	4.26	0.67		3.14	0.76
A - 4	7	3.84	1.14		2.61	0.89
A - 2	8	3.82	0.98		1.76	1.02
CATEGORY A		4.35	0.90		2.58	0.99
NO RESPONSES			16			31
COLLEGES AND UNIVERSITIES						
B - 1	1	4.82	0.39		2.76	0.68 ✓
B - 4	2	4.77	0.42		2.88	1.02
B - 2	3	4.76	0.43		2.58	1.04 ✓
B - 5	4	4.73	0.54		2.58	1.14 ✓
B - 15	5	4.70	0.46		2.48	0.91 ✓
B - 16	6	4.48	0.77		1.84	0.81 ✓
B - 7	7	4.44	0.79		2.60	0.95 ✓
B - 14	8	4.43	0.66		2.11	1.02 ✓
B - 3	9	4.35	0.85		2.44	1.22
B - 10	10	4.33	0.75		2.81	0.95
B - 13	11	4.32	0.92		1.94	0.97
B - 11	12	4.30	1.14		1.80	1.28
B - 8	13	4.25	0.77		2.33	1.11
B - 9	14	4.15	0.85		1.71	0.70
B - 6	15	4.09	0.95		2.56	1.22
B - 12	16	3.80	1.33		2.00	1.08
CATEGORY B		4.43	0.83		2.35	1.03
NO RESPONSES			39			94

APPENDIX C

EPARED 18 AUG 1975

STATE OF MARYLAND
EDUCATION SURVEY
GROUP REGULAR ED TEACHERS

	-----IDEAL-----			-----REAL-----		
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION
SCHOOL DISTRICTS						
C - 7	1	4.90	0.30		3.28	1.04
C - 3	2	4.81	0.39		2.68	0.98 ✓
C - 4	3	4.77	0.52		2.40	0.97 ✓
C - 14	4	4.77	0.52		3.45	1.20
C - 17	5	4.74	0.44		3.14	1.12
C - 2	6	4.73	0.45		2.62	1.00 ✓
C - 1	7	4.70	0.55		2.68	1.18 ✓
C - 9	8	4.70	0.46		2.67	0.84 ✓
C - 18	9	4.68	0.57		2.71	1.02 ✓
C - 13	10	4.68	0.55		2.41	0.97 ✓
C - 6	11	4.48	0.73		2.45	1.12 ✓
C - 16	12	4.38	1.15		3.25	1.16
C - 11	13	4.37	0.58		2.83	1.01
C - 5	14	4.35	0.79		2.65	0.90
C - 12	15	4.32	0.82		2.14	0.94
C - 10	16	4.14	0.89		1.75	0.99
C - 8	17	3.30	1.19		2.19	1.20
C - 15	18	2.32	0.92		3.67	1.08
CATEGORY C		4.40	0.93		2.71	1.15
NO RESPONSES			39			72
TEACHERS						
D - 2	1	4.90	0.29		2.19	1.01 ✓
D - 8	2	4.86	0.34		3.20	1.25
D - 7	3	4.78	0.51		3.41	1.19
D - 1	4	4.78	0.51		2.64	1.11 ✓
D - 13	5	4.71	0.55		3.44	1.21
D - 11	6	4.64	0.48		3.67	0.89
D - 5	7	4.56	0.60		2.70	0.95 ✓
D - 4	8	4.50	0.58		2.63	1.13 ✓
D - 6	9	4.45	0.66		3.45	0.84
D - 9	10	4.35	0.73		2.35	1.23
D - 3	11	4.32	1.02		3.14	1.28
D - 12	12	4.32	0.92		2.88	1.23
D - 10	13	4.29	0.93		3.22	1.13
CATEGORY D		4.58	0.69		3.00	1.20
NO RESPONSES			23			41

APPENDIX C

EPARED 18 AUG 1975

STATE OF MARYLAND
EDUCATION SURVEY
GROUP REGULAR ED TEACHERS

	IDEAL			REAL		
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION
STATE EDUCATION AGENCY						
E - 6	1	4.68	0.46		3.00	1.13
E - 7	2	4.65	0.57		3.63	0.86
E - 3	3	4.63	0.60		3.00	1.08
E - 11	4	4.55	0.67		3.69	1.21
E - 4	5	4.44	0.61		3.44	0.96
E - 5	6	4.41	0.91		2.90	1.22
E - 10	7	4.27	1.01		3.47	1.31
E - 8	8	4.22	1.13		3.08	1.33
E - 2	9	4.19	0.88		3.00	0.53
E - 1	10	4.00	1.14		2.92	1.19
E - 9	11	0.0	0.0		0.0	0.0
CATEGORY E		4.41	0.86		3.23	1.19
NO RESPONSES			49			110
ALL CATEGORIES		4.44	0.85		2.73	1.16
NO RESPONSES			166			348

APPENDIX D

STATE OF MARYLAND
EPARED 18 AUG 1975 EDUCATION SURVEY
GROUP REGULAR ED ADMIN

	IDEAL			REAL		
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION
THE COMMUNITY						
A - 1	1	4.85	0.53		2.83	0.69 ✓
A - 8	2	4.69	0.46		3.17	0.90
A - 7	3	4.25	0.83		2.38	0.70
A - 5	4	4.15	0.95		2.23	1.05
A - 2	5	4.15	0.77		3.17	1.14
A - 3	6	4.08	0.73		2.92	0.64
A - 6	7	3.92	1.26		3.33	1.31
A - 4	8	3.83	0.80		3.09	0.90
CATEGORY A		4.25	0.88		2.90	1.02
NO RESPONSES			3			12
COLLEGES AND UNIVERSITIES						
B - 5	1	4.92	0.28		2.67	0.85 ✓
B - 1	2	4.82	0.39		2.67	0.67 ✓
B - 14	3	4.75	0.60		2.11	0.74 ✓
B - 13	4	4.64	0.43		1.90	0.83 ✓
B - 4	5	4.58	0.49		2.75	0.97 ✓
B - 7	6	4.50	0.65		2.33	0.67 ✓
B - 2	7	4.50	0.50		2.75	1.16 ✓
B - 16	8	4.50	0.65		2.17	0.37 ✓
B - 8	9	4.42	0.64		2.00	0.63 ✓
B - 3	10	4.40	0.66		1.70	0.78 ✓
B - 11	11	4.27	0.86		1.29	0.45
B - 9	12	4.27	0.62		1.33	0.47
B - 15	13	4.25	1.16		2.20	0.60
B - 6	14	4.11	0.87		2.63	1.11
B - 10	15	4.09	0.90		3.11	0.74
B - 12	16	3.00	1.13		2.71	1.28
CATEGORY B		4.39	0.83		2.31	0.96
NO RESPONSES			27			71

APPENDIX D

STATE OF MARYLAND
EPARED 18 AUG 1975 EDUCATION SURVEY
GROUP REGULAR ED ADMIN

	IDEAL			REAL		
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION
SCHOOL DISTRICTS						
C - 4	1	4.92	0.27		2.85	0.95 ✓
C - 7	2	4.92	0.27		3.85	1.03
C - 9	3	4.92	0.27		3.46	0.75
C - 17	4	4.92	0.28		3.17	0.90
C - 3	5	4.85	0.36		2.92	0.92
C - 2	6	4.83	0.37		2.55	0.89 ✓
C - 5	7	4.83	0.55		3.50	0.96
C - 18	8	4.82	0.39		2.91	1.16 ✓
C - 16	9	4.80	0.40		4.10	0.94
C - 14	10	4.75	0.60		3.64	1.23
C - 1	11	4.75	0.43		3.00	1.13
C - 13	12	4.67	0.62		2.67	0.75 ✓
C - 12	13	4.64	0.48		3.09	1.16
C - 6	14	4.23	1.25		2.45	0.99
C - 11	15	4.00	1.24		3.08	1.07
C - 10	16	3.50	0.87		2.42	0.86
C - 8	17	2.69	1.38		2.08	0.76
C - 15	18	2.15	0.53		2.82	0.94 –
CATEGORY C		4.38	1.07		3.03	1.09
NO RESPONSES			14			22
TEACHERS						
D - 4	1	4.92	0.27		3.38	0.84
D - 8	2	4.92	0.27		3.69	0.61
D - 7	3	4.85	0.36		3.75	0.60
D - 11	4	4.85	0.36		3.46	0.63
D - 13	5	4.85	0.36		3.15	0.53
D - 2	6	4.77	0.58		2.38	0.74 ✓
D - 9	7	4.77	0.58		2.69	0.72 ✓
D - 1	8	4.75	0.43		2.75	0.83 ✓
D - 3	9	4.67	0.47		3.73	0.86
D - 6	10	4.58	0.64		3.42	0.64
D - 10	11	4.54	0.75		2.62	1.00 ✓
D - 5	12	4.25	0.72		2.83	0.55
D - 12	13	4.08	1.19		2.20	0.75
CATEGORY D		4.68	0.63		3.09	0.88
NO RESPONSES			5			8

APPENDIX D

STATE OF MARYLAND
EPARED 18 AUG 1975
EDUCATION SURVEY
GROUP REGULAR ED ADMIN

	IDEAL			REAL			
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION	
STATE EDUCATION AGENCY							
E - 7	1	4.91	0.29		3.75	1.30	
E - 3	2	4.83	0.37		2.91	0.79	✓
E - 10	3	4.83	0.37		3.33	1.15	
E - 4	4	4.50	0.65		2.78	1.13	✓
E - 2	5	4.50	0.65		3.36	0.48	
E - 8	6	4.45	0.66		2.86	0.35	✓
E - 5	7	4.45	0.78		2.33	1.25	✓
E - 6	8	4.31	0.91		2.92	0.86	
E - 11	9	4.08	1.00		3.20	0.60	
E - 1	10	3.45	1.23		2.75	1.09	
E - 9	11	0.0	0.0		0.0	0.0	
CATEGORY E		4.43	0.85		2.99	0.98	
NO RESPONSES			12			40	
ALL CATEGORIES		4.44	0.89		2.88	1.04	
NO RESPONSES			61			153	

APPENDIX E

STATE OF MARYLAND
EPARED 18 AUG 1975 EDUCATION SURVEY
GROUP SPECIAL ED TEACHERS

	IDEAL			REAL			
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION	
THE COMMUNITY							
A - 1	1	4.90	0.29		2.15	0.65	✓
A - 8	2	4.65	0.48		2.29	0.82	✓
A - 7	3	4.56	0.68		1.92	0.86	✓
A - 3	4	4.15	0.85		2.65	0.85	
A - 5	5	4.00	1.14		2.33	0.99	
A - 2	6	3.52	0.91		1.84	0.87	
A - 6	7	3.32	1.03		3.35	1.19	
A - 4	8	3.29	1.07		2.40	0.71	
CATEGORY A		4.06	1.03		2.38	0.99	
NO RESPONSES			44			59	
COLLEGES AND UNIVERSITIES							
B - 2	1	4.86	0.34		2.71	1.18	
B - 1	2	4.84	0.36		3.12	1.08	
B - 5	3	4.80	0.40		2.05	0.67	✓
B - 16	4	4.76	0.43		2.28	1.10	✓
B - 7	5	4.72	0.56		2.63	0.78	
B - 15	6	4.67	0.64		2.53	1.04	
B - 14	7	4.55	0.59		1.67	0.70	✓
B - 11	8	4.43	1.09		1.50	1.12	✓
B - 6	9	4.36	1.02		2.53	1.29	
B - 3	10	4.33	1.15		2.23	0.80	
B - 4	11	4.33	0.78		2.53	0.78	
B - 9	12	4.10	1.22		1.33	0.47	
B - 10	13	4.10	1.11		2.67	1.07	
B - 8	14	3.79	0.83		1.46	0.50	
B - 13	15	3.50	1.46		1.43	0.62	
B - 12	16	3.21	1.58		1.67	1.14	
CATEGORY B		4.35	1.03		2.20	1.08	
NO RESPONSES			79			150	

APPENDIX E

STATE OF MARYLAND
EPARED 18 AUG 1975
EDUCATION SURVEY
GROUP SPECIAL ED TEACHERS

	IDEAL RANK	IDEAL MEAN	IDEAL STANDARD DEVIATION	REAL RANK	REAL MEAN	REAL STANDARD DEVIATION
SCHOOL DISTRICTS						
C - 9	1	5.00	0.0		2.90	0.68
C - 17	2	4.95	0.21		2.60	0.86
C - 3	3	4.95	0.22		2.82	1.11
C - 13	4	4.90	0.29		2.35	1.01 ✓
C - 7	5	4.90	0.30		2.86	1.04
C - 18	6	4.89	0.46		2.08	1.00 ✓
C - 1	7	4.81	0.39		2.15	0.96 ✓
C - 4	8	4.80	0.40		2.19	0.66 ✓
C - 2	9	4.80	0.40		2.24	0.73 ✓
C - 5	10	4.75	0.43		2.71	0.98
C - 14	11	4.73	0.54		3.00	1.56
C - 16	12	4.64	0.48		3.13	1.27
C - 11	13	4.58	0.67		2.53	1.09 ✓
C - 12	14	4.15	0.79		2.15	1.19
C - 6	15	3.89	1.25		1.94	0.87
C - 10	16	3.74	1.02		1.47	0.60
C - 8	17	2.61	1.25		2.06	0.75
C - 15	18	2.35	1.01		3.25	1.22 ✓
CATEGORY C		4.43	1.01		2.47	1.09
NO RESPONSES			100			117
TEACHERS						
D - 7	1	5.00	0.0		3.05	0.97
D - 1	2	4.95	0.21		2.25	0.94 ✓
D - 8	3	4.95	0.21		3.09	0.85
D - 11	4	4.86	0.34		3.33	0.94
D - 13	5	4.86	0.35		2.86	0.76
D - 6	6	4.85	0.48		2.95	0.79
D - 2	7	4.82	0.39		2.00	0.87 ✓
D - 4	8	4.74	0.44		2.65	0.96
D - 10	9	4.72	0.45		3.29	1.07
D - 3	10	4.67	0.70		3.13	0.86
D - 9	11	4.65	0.57		1.69	0.77 ✓
D - 5	12	4.55	0.59		2.35	0.79 ✓
D - 12	13	4.24	1.06		1.76	0.88
CATEGORY D		4.76	0.54		2.66	1.03
NO RESPONSES			60			72

APPENDIX E

STATE OF MARYLAND
EDUCATION SURVEY
GROUP SPECIAL ED TEACHERS

EPARED 18 AUG 1975

	IDEAL			REAL		
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION
STATE EDUCATION AGENCY						
E - 3	1	4.94	0.23		2.43	0.73 ✓
E - 10	2	4.79	0.41		3.60	0.88
E - 8	3	4.73	0.57		2.67	1.25
E - 2	4	4.72	0.93		2.30	1.19 ✓
E - 7	5	4.60	1.02		4.25	0.43
E - 6	6	4.57	0.73		2.84	0.87
E - 11	7	4.53	0.70		3.70	0.90
E - 4	8	4.33	0.82		2.83	0.99
E - 5	9	4.25	1.16		1.29	0.45
E - 1	10	3.88	1.13		3.46	1.60
E - 9	11	0.0	0.0		0.0	0.0
CATEGORY E		4.55	0.85		2.93	1.22
NO RESPONSES			76			133
ALL CATEGORIES		4.45	0.94		2.49	1.10
NO RESPONSES			359			531

APPENDIX F

STATE OF MARYLAND
EDUCATION SURVEY
GROUP SPECIAL ED SUPERVISORS

REPARED 18 AUG 1975

	IDEAL			REAL			
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION	
THE COMMUNITY							
A - 1	1	4.73	0.45		2.27	0.75	✓
A - 8	2	4.73	0.62		2.73	1.21	✓
A - 3	3	4.18	0.72		2.82	0.72	
A - 5	4	4.18	1.03		1.73	0.75	
A - 2	5	4.10	1.04		3.45	1.37	
A - 4	6	4.00	0.85		2.73	0.62	
A - 7	7	3.44	1.26		2.56	0.68	
A - 6	8	3.18	1.11		3.18	1.47	
CATEGORY A		4.08	1.04		2.69	1.12	
NO RESPONSES			3			2	
COLLEGES AND UNIVERSITIES							
B - 1	1	5.00	0.0		2.33	0.94	✓
B - 16	2	4.73	0.45		1.89	0.57	✓
B - 11	3	4.67	0.47		1.44	0.68	✓
B - 14	4	4.60	0.49		1.63	0.70	✓
B - 5	5	4.56	0.50		2.22	0.63	✓
B - 4	6	4.56	0.68		1.86	0.64	✓
B - 15	7	4.55	0.66		2.00	0.50	✓
B - 3	8	4.50	0.50		1.86	0.64	✓
B - 7	9	4.43	0.73		2.17	0.90	✓
B - 13	10	4.40	0.66		1.11	0.31	✓
B - 8	11	4.33	0.67		1.50	0.50	✓
B - 2	12	4.33	0.82		1.89	0.74	✓
B - 6	13	4.22	0.92		2.14	0.99	
B - 9	14	4.22	0.63		1.29	0.45	
B - 10	15	3.00	0.94		3.33	0.94	
B - 12	16	2.63	1.11		2.86	0.99	✓ (-)
CATEGORY B		4.31	0.89		1.98	0.91	
NO RESPONSES			31			50	

EPARED 18 AUG 1975

STATE OF MARYLAND
EDUCATION SURVEY
GROUP SPECIAL ED SUPERVISORS

	IDEAL			REAL		
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION
SCHOOL DISTRICTS						
C - 7	1	5.00	0.0		3.80	1.33
C - 16	2	5.00	0.0		4.10	1.04
C - 9	3	4.91	0.29		3.91	0.79
C - 3	4	4.82	0.39		3.27	1.21
C - 2	5	4.82	0.39		2.91	1.24
C - 17	6	4.82	0.39		3.55	0.89
C - 4	7	4.80	0.40		2.60	1.11 ✓
C - 1	8	4.73	0.45		3.55	1.37
C - 5	9	4.64	0.48		3.09	1.44
C - 6	10	4.64	0.64		2.55	0.89 ✓
C - 18	11	4.64	0.77		2.18	1.11 ✓
C - 12	12	4.45	0.78		2.55	1.30 ✓
C - 11	13	4.45	0.99		2.27	1.35 ✓
C - 14	14	4.36	0.77		2.73	1.66
C - 13	15	4.27	0.86		1.91	0.79
C - 10	16	3.91	1.16		2.36	1.07
C - 15	17	2.36	0.64		3.45	1.23
C - 8	18	2.11	1.45		1.56	1.07
CATEGORY C		4.39	1.04		2.91	1.37
NO RESPONSES			4			5
TEACHERS						
D - 1	1	4.91	0.29		2.73	0.75 ✓
D - 2	2	4.91	0.29		2.45	1.08 ✓
D - 13	3	4.91	0.29		3.45	0.78
D - 7	4	4.82	0.39		3.60	1.28
D - 9	5	4.82	0.39		2.27	1.14 ✓
D - 4	6	4.73	0.62		3.55	1.16
D - 8	7	4.73	0.45		3.64	1.07
D - 5	8	4.73	0.45		2.55	0.50 ✓
D - 12	9	4.73	0.45		2.33	1.25 ✓
D - 11	10	4.55	0.78		3.09	0.79
D - 6	11	4.45	0.78		3.64	0.88
D - 3	12	4.45	0.78		3.36	1.43
D - 10	13	4.30	0.90		2.80	1.08
CATEGORY D		4.70	0.59		3.04	1.16
NO RESPONSES			1			4

STATE OF MARYLAND
EDUCATION SURVEY
GROUP SPECIAL ED SUPERVISORS

EPARED 18 AUG 1975

	IDEAL			REAL		
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION
STATE EDUCATION AGENCY						
E - 6	1	4.91	0.29		3.00	0.85
E - 7	2	4.70	0.46		4.00	0.89
E - 8	3	4.60	0.66		2.57	1.29 ✓
E - 10	4	4.56	0.68		3.11	1.29
E - 2	5	4.55	0.66		2.55	0.99 ✓
E - 3	6	4.55	0.78		2.89	0.99
E - 5	7	4.45	0.66		2.45	1.44 ✓
E - 4	8	4.45	0.78		2.90	0.70
E - 1	9	4.18	0.83		2.82	1.53
E - 11	10	4.10	1.30		2.70	1.10
E - 9	11	0.0	0.0		0.0	0.0
CATEGORY E		4.50	0.78		2.90	1.21
NO RESPONSES			5			11
ALL CATEGORIES		4.42	0.91		2.72	1.25
NO RESPONSES			44			72

APPENDIX G

STATE OF MARYLAND
EPARED 18 AUG 1975
EDUCATION SURVEY
GROUP PRIVATE AGENCIES

	IDEAL			REAL			
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION	
THE COMMUNITY							
A - 1	1	4.88	0.33		2.29	0.70	✓
A - 8	2	4.88	0.33		2.14	0.35	✓
A - 7	3	4.38	0.70		2.33	0.47	
A - 3	4	4.25	0.97		2.17	0.37	
A - 5	5	4.13	1.05		2.00	0.53	
A - 2	6	4.00	0.82		1.67	0.47	
A - 4	7	3.75	1.48		3.38	0.48	
A - 6	8	3.29	1.28		3.86	1.36	–
CATEGORY A		4.21	1.07		2.52	0.98	
NO RESPONSES			3			10	
COLLEGES AND UNIVERSITIES							
B - 15	1	5.00	0.0		2.17	0.69	✓
B - 11	2	4.86	0.35		1.40	0.49	✓
B - 4	3	4.83	0.37		2.17	0.69	✓
B - 1	4	4.83	0.37		2.80	0.75	
B - 14	5	4.75	0.43		1.33	0.47	✓
B - 2	6	4.71	0.45		2.60	0.49	
B - 7	7	4.67	0.47		1.50	0.50	✓
B - 5	8	4.57	0.49		2.57	0.49	✓
B - 16	9	4.38	0.86		1.67	0.47	
B - 10	10	4.00	1.07		2.50	0.76	
B - 8	11	4.00	0.53		1.50	0.50	
B - 9	12	4.00	0.0		1.50	0.50	
B - 3	13	3.86	1.36		2.14	0.83	
B - 13	14	3.57	1.29		1.40	0.49	
B - 6	15	3.00	1.73		2.33	0.75	
B - 12	16	2.83	1.21		1.50	0.76	
CATEGORY B		4.26	1.05		1.95	0.79	
NO RESPONSES			20			34	

APPENDIX G

STATE OF MARYLAND
EDUCATION SURVEY
GROUP PRIVATE AGENCIES

EPARED 18 AUG 1975

	IDEAL RANK	IDEAL MEAN	IDEAL STANDARD DEVIATION	REAL RANK	REAL MEAN	REAL STANDARD DEVIATION	
SCHOOL DISTRICTS							
C - 2	1	5.00	0.0		1.83	0.37	✓
C - 3	2	5.00	0.0		2.00	0.53	✓
C - 4	3	5.00	0.0		2.00	0.53	✓
C - 7	4	5.00	0.0		2.17	0.37	✓
C - 9	5	5.00	0.0		2.43	1.05	✓
C - 14	6	5.00	0.0		3.00	1.41	–
C - 17	7	5.00	0.0		2.67	0.47	
C - 13	8	4.86	0.35		1.60	0.49	✓
C - 16	9	4.86	0.35		3.00	1.22	
C - 18	10	4.83	0.37		2.00	0.0	✓
C - 1	11	4.75	0.43		2.00	0.89	✓
C - 5	12	4.57	0.49		2.00	0.53	✓
C - 10	13	4.57	0.49		2.00	1.15	✓
C - 11	14	4.43	0.49		1.86	0.64	✓
C - 6	15	4.29	0.70		1.50	0.50	
C - 12	16	4.00	1.07		2.00	0.0	
C - 8	17	3.40	0.80		1.67	0.47	
C - 15	18	1.86	0.35		4.50	0.50	–
CATEGORY C		4.54	0.88		2.22	0.98	
NO RESPONSES			19			46	
TEACHERS							
D - 4	1	5.00	0.0		2.29	0.45	✓
D - 7	2	5.00	0.0		2.86	0.64	
D - 8	3	5.00	0.0		3.00	0.58	
D - 1	4	4.88	0.33		2.63	0.70	
D - 2	5	4.88	0.33		1.67	0.75	✓
D - 3	6	4.88	0.33		3.17	0.90	
D - 11	7	4.88	0.33		2.43	0.49	
D - 13	8	4.88	0.33		2.43	0.49	
D - 9	9	4.86	0.35		1.50	0.50	✓
D - 10	10	4.75	0.43		2.83	0.37	
D - 12	11	4.67	0.47		1.40	0.49	✓
D - 5	12	4.63	0.70		2.00	0.53	✓
D - 6	13	4.63	0.48		2.57	0.49	
CATEGORY D		4.84	0.39		2.41	0.78	
NO RESPONSES			3			21	

APPENDIX G

STATE OF MARYLAND
EDUCATION SURVEY

GROUP PRIVATE AGENCIES

	-IDEAL-			-REAL-		
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION
STATE EDUCATION AGENCY						
E - 2	1	5.00	0.0		2.67	0.75
E - 3	2	5.00	0.0		2.50	0.87
E - 4	3	4.75	0.43		2.83	0.69
E - 8	4	4.75	0.43		2.29	0.70 ✓
E - 11	5	4.75	0.43		2.43	1.29
E - 5	6	4.71	0.45		2.20	1.17 ✓
E - 6	7	4.67	0.47		2.83	1.07
E - 10	8	4.50	0.50		2.75	1.09
E - 7	9	4.50	0.71		3.88	1.27
E - 1	10	3.25	1.48		4.29	0.88 —
E - 9	11	0.0	0.0		0.0	0.0
CATEGORY E		4.58	0.80		2.90	1.20
NO RESPONSES			3			11
ALL CATEGORIES		4.51	0.89		2.35	0.99
NO RESPONSES			48			122

APPENDIX H
STATE OF MARYLAND
EPARED 18 AUG 1975
EDUCATION SURVEY
GROUP SPECIAL ED PARENT GPS

	IDEAL			REAL			
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION	
THE COMMUNITY							
A - 8	1	5.00	0.0		2.50	0.50	
A - 7	2	4.83	0.37		2.00	0.58	✓
A - 5	3	4.71	0.45		2.17	0.37	✓
A - 1	4	4.57	0.49		2.43	0.73	
A - 2	5	4.50	0.76		1.83	0.90	✓
A - 6	6	4.00	0.89		3.00	0.89	
A - 3	7	3.57	1.05		2.14	0.83	
A - 4	8	3.29	0.45		3.33	0.94	—
CATEGORY A		4.29	0.87		2.40	0.89	
NO RESPONSES			5			9	
COLLEGES AND UNIVERSITIES							
B - 1	1	5.00	0.0		2.33	0.47	✓
B - 4	2	4.80	0.40		1.50	0.50	✓
B - 11	3	4.80	0.40		1.33	0.47	✓
B - 2	4	4.67	0.47		2.75	1.48	
B - 16	5	4.60	0.49		1.67	0.47	✓
B - 9	6	4.50	0.87		1.50	0.50	✓
B - 5	7	4.43	0.73		2.33	0.47	
B - 14	8	4.40	0.80		1.00	0.0	✓
B - 15	9	4.40	0.49		2.33	0.94	
B - 7	10	4.40	0.49		1.67	0.94	✓
B - 13	11	4.25	0.43		1.67	0.47	
B - 3	12	4.17	1.21		1.00	0.0	
B - 10	13	3.75	1.64		3.33	1.70	
B - 8	14	3.40	1.02		2.00	0.82	
B - 6	15	2.50	1.12		1.33	0.47	
B - 12	16	2.00	0.82		2.50	1.50	—
CATEGORY B		4.22	1.07		1.92	1.06	
NO RESPONSES			34			62	

APPENDIX H

STATE OF MARYLAND
EDUCATION SURVEY
GROUP SPECIAL ED PARENT GPS

FPARED 18 AUG 1975

	IDEAL RANK	IDEAL MEAN	IDEAL STANDARD DEVIATION	REAL RANK	REAL MEAN	REAL STANDARD DEVIATION
SCHOOL DISTRICTS						
C - 2	1	5.00	0.0		1.67	0.47 ✓
C - 9	2	5.00	0.0		1.83	0.69 ✓
C - 16	3	5.00	0.0		3.33	0.94
C - 17	4	5.00	0.0		2.14	0.35 ✓
C - 4	5	4.86	0.35		1.83	0.69 ✓
C - 18	6	4.86	0.35		1.60	0.49 ✓
C - 7	7	4.83	0.37		2.75	1.30
C - 1	8	4.83	0.37		2.33	1.25
C - 13	9	4.83	0.37		1.40	0.49 ✓
C - 3	10	4.83	0.37		1.83	0.37 ✓
C - 14	11	4.60	0.49		4.00	1.41
C - 5	12	4.60	0.49		2.80	0.75
C - 6	13	4.50	0.76		1.83	0.37 ✓
C - 11	14	4.40	0.49		2.80	0.75
C - 10	15	4.25	0.43		1.50	0.50
C - 12	16	4.00	1.00		2.00	0.0
C - 8	17	3.67	1.11		1.00	0.0
C - 15	18	2.29	0.45		3.43	0.90 —
CATEGORY C		4.50	0.86		2.19	1.03
NO RESPONSES			21			35
TEACHERS						
D - 7	1	4.86	0.35		2.57	0.73
D - 13	2	4.86	0.35		2.43	0.49
D - 8	3	4.71	0.45		2.17	0.69 ✓
D - 2	4	4.71	0.45		2.14	0.83 ✓
D - 9	5	4.67	0.47		2.33	0.47
D - 11	6	4.57	0.49		2.43	0.73
D - 5	7	4.50	0.50		2.00	0.0 ✓
D - 4	8	4.43	0.49		2.20	0.40 ✓
D - 10	9	4.40	0.49		3.25	0.83
D - 6	10	4.33	0.47		2.60	1.02
D - 1	11	4.00	0.53		2.14	0.99
D - 3	12	4.00	1.10		3.67	0.94
D - 12	13	3.86	0.99		1.20	0.40
CATEGORY D		4.46	0.66		2.34	0.87
NO RESPONSES			7			20

APPENDIX H

STATE OF MARYLAND

EPARED 18 AUG 1975

EDUCATION SURVEY

GROUP SPECIAL ED PARENT GPS

	IDEAL RANK	IDEAL MEAN	IDEAL STANDARD DEVIATION	REAL RANK	REAL MEAN	REAL STANDARD DEVIATION	
STATE EDUCATION AGENCY							
E - 11	1	5.00	0.0		2.00	0.0	✓
E - 5	2	4.83	0.37		1.50	0.50	✓
E - 6	3	4.80	0.40		4.00	0.0	
E - 7	4	4.80	0.40		2.00	0.0	✓
E - 10	5	4.80	0.40		2.00	0.0	✓
E - 4	6	4.50	0.50		3.00	1.00	
E - 2	7	4.40	0.80		2.00	0.71	✓
E - 3	8	4.33	0.75		3.50	0.50	
E - 8	9	4.00	0.89		1.00	0.0	✓
E - 1	10	3.67	1.37		3.00	1.63	
E - 9	11	0.0	0.0		0.0	0.0	
CATEGORY E		4.50	0.81		2.35	1.15	
NO RESPONSES			16			50	
ALL CATEGORIES		4.41	0.87		2.23	1.00	
NO RESPONSES			83			176	

APPENDIX I

STATE OF MARYLAND
REPARED 18 AUG 1975 EDUCATION SURVEY
GROUP PTA

	IDEAL RANK	IDEAL MEAN	IDEAL STANDARD DEVIATION	REAL RANK	REAL MEAN	REAL STANDARD DEVIATION
THE COMMUNITY						
A - 1	1	4.75	0.43		2.75	0.83
A - 8	2	4.75	0.43		3.00	0.71
A - 3	3	4.50	0.87		3.00	1.22
A - 5	4	4.50	0.87		1.50	0.87 ✓
A - 2	5	4.50	0.50		2.25	0.43 ✓
A - 7	6	4.25	0.83		1.50	0.50 ✓
A - 4	7	3.75	1.09		3.00	0.71
A - 6	8	3.00	1.58		2.33	0.47
CATEGORY A		4.25	1.06		2.42	0.98
NO RESPONSES			0			1
COLLEGES AND UNIVERSITIES						
B - 1	1	5.00	0.0		2.75	0.83
B - 5	2	4.75	0.43		2.67	0.47
B - 4	3	4.50	0.50		2.00	0.71 ✓
B - 2	4	4.50	0.50		2.50	1.12 ✓
B - 14	5	4.50	0.50		1.25	0.43 ✓
B - 15	6	4.50	0.87		3.00	1.00
B - 16	7	4.50	0.50		1.75	0.83 ✓
B - 11	8	4.25	0.83		1.33	0.47 ✓
B - 13	9	4.25	0.43		1.50	0.50 ✓
B - 7	10	4.00	1.00		1.67	0.47 ✓
B - 10	11	3.75	0.83		3.50	1.50
B - 8	12	3.67	0.47		1.33	0.47
B - 9	13	3.50	1.12		1.00	0.0
B - 3	14	3.25	1.30		3.00	1.41
B - 6	15	3.25	0.83		1.50	0.50
B - 12	16	2.75	1.30		1.75	0.43
CATEGORY B		4.06	1.01		2.02	1.05
NO RESPONSES			1			10

APPENDIX I
STATE OF MARYLAND
EDUCATION SURVEY

EPARED 18 AUG 1975

GROUP PTA

	-IDEAL-			-REAL-			
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION	
SCHOOL DISTRICTS							
C - 7	1	5.00	0.0		3.25	1.30	
C - 14	2	5.00	0.0		4.67	0.47	
C - 3	3	4.75	0.43		3.00	1.22	
C - 9	4	4.75	0.43		3.25	1.09	
C - 13	5	4.75	0.43		2.75	1.48	
C - 16	6	4.75	0.43		3.25	0.83	
C - 17	7	4.75	0.43		3.50	1.12	
C - 4	8	4.50	0.50		2.25	0.83	✓
C - 11	9	4.50	0.50		2.75	0.43	
C - 18	10	4.50	0.50		1.33	0.47	✓
C - 12	11	4.25	0.83		1.75	0.83	✓
C - 5	12	4.25	0.83		3.25	1.48	
C - 2	13	4.25	0.83		2.50	0.50	✓
C - 1	14	4.25	0.83		3.00	1.22	
C - 10	15	4.25	0.83		2.50	1.50	✓
C - 8	16	3.75	1.64		3.00	1.22	
C - 6	17	3.25	1.48		2.00	0.71	
C - 15	18	3.25	0.43		4.00	0.71	(—)
CATEGORY C		4.38	0.90		2.89	1.27	
NO RESPONSES			0			2	
TEACHERS							
D - 7	1	5.00	0.0		3.75	0.43	
D - 11	2	5.00	0.0		3.25	0.83	
D - 8	3	4.75	0.43		3.25	1.09	
D - 10	4	4.75	0.43		3.50	1.12	
D - 2	5	4.75	0.43		2.50	1.12	✓
D - 13	6	4.75	0.43		2.50	0.50	✓
D - 3	7	4.50	0.87		4.50	0.50	
D - 4	8	4.50	0.50		3.25	0.83	
D - 12	9	4.50	0.50		1.67	0.94	✓
D - 6	10	4.50	0.50		3.00	0.71	
D - 9	11	4.25	0.83		2.00	0.0	✓
D - 1	12	4.25	0.43		2.75	0.83	
D - 5	13	4.00	0.71		2.25	0.83	
CATEGORY D		4.58	0.60		2.92	1.06	
NO RESPONSES			0			4	

APPENDIX I

STATE OF MARYLAND
EDUCATION SURVEY

REPARED 18 AUG 1975

GROUP PTA

	-IDEAL-			-REAL-			
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION	
STATE EDUCATION AGENCY							
E - 7	1	4.67	0.47		2.50	0.50	✓
E - 8	2	4.50	0.50		2.50	1.50	✓
E - 5	3	4.33	0.47		2.50	1.50	✓
E - 10	4	4.25	0.83		3.33	0.47	
E - 3	5	4.00	1.00		3.25	0.43	
E - 6	6	4.00	1.00		2.33	0.47	
E - 1	7	4.00	1.00		3.00	1.00	
E - 4	8	4.00	0.82		3.50	0.50	
E - 11	9	4.00	1.00		2.67	0.47	
E - 2	10	3.75	0.83		2.67	0.47	
E - 9	11	0.0	0.0		0.0	0.0	
CATEGORY E		4.14	0.87		2.85	0.86	
NO RESPONSES			3			14	
ALL CATEGORIES		4.29	0.92		2.62	1.16	
NO RESPONSES			4			31	

APPENDIX J
STATE OF MARYLAND
EPARED 18 AUG 1975
EDUCATION SURVEY
GROUP UNIV REG ED PROFFESSORS

	-----IDEAL-----			-----REAL-----			
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION	
THE COMMUNITY							
A - 1	1	4.78	0.42		2.14	0.35	✓
A - 5	2	4.56	0.68		2.00	0.0	✓
A - 8	3	4.44	0.50		2.14	0.64	✓
A - 7	4	4.11	0.74		2.14	0.64	✓
A - 3	5	3.89	0.74		2.43	0.73	
A - 6	6	3.57	1.18		3.17	1.07	
A - 2	7	3.33	0.67		1.71	0.45	
A - 4	8	3.00	1.05		2.29	0.70	
CATEGORY A		3.97	0.97		2.24	0.74	
NO RESPONSES			2			17	
COLLEGES AND UNIVERSITIES							
B - 5	1	4.44	0.68		2.38	0.70	
B - 1	2	4.38	0.48		2.83	0.69	
B - 2	3	4.33	0.67		2.57	0.49	
B - 14	4	4.33	0.47		1.88	0.60	✓
B - 9	5	4.14	0.83		1.75	0.43	✓
B - 10	6	4.13	1.27		2.17	1.07	✓
B - 6	7	4.11	0.99		2.57	0.49	
B - 4	8	4.11	0.31		2.57	1.18	
B - 7	9	3.89	0.87		1.57	0.49	
B - 15	10	3.89	0.87		2.63	0.70	
B - 16	11	3.78	0.79		1.88	0.60	
B - 13	12	3.56	0.83		2.13	0.78	
B - 3	13	3.56	1.26		2.00	0.76	
B - 11	14	3.56	1.34		1.00	0.0	
B - 8	15	3.22	1.03		2.20	1.17	
B - 12	16	1.86	1.12		1.71	0.88	
CATEGORY B		3.85	1.08		2.11	0.87	
NO RESPONSES			6			33	

APPENDIX J

STATE OF MARYLAND
EDUCATION SURVEY

GROUP UNIV REG ED PROFFESSORS

	-IDEAL-			-REAL-			
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION	
SCHOOL DISTRICTS							
C - 4	1	5.00	0.0		2.50	0.76	
C - 17	2	4.88	0.33		3.00	0.82	
C - 14	3	4.71	0.70		3.40	0.49	
C - 9	4	4.56	0.68		1.88	0.78	✓
C - 7	5	4.44	0.83		2.13	0.78	✓
C - 13	6	4.44	0.68		1.57	0.49	✓
C - 3	7	4.44	0.68		1.83	0.69	✓
C - 2	8	4.44	0.50		2.00	0.58	✓
C - 16	9	4.33	1.11		2.33	0.47	✓
C - 5	10	4.25	0.83		2.50	0.50	
C - 1	11	4.25	0.66		1.57	0.49	✓
C - 6	12	4.00	1.41		1.88	0.78	✓
C - 10	13	4.00	0.71		1.63	0.70	✓
C - 11	14	4.00	0.76		2.17	0.69	✓
C - 18	15	4.00	1.12		2.33	0.47	
C - 8	16	3.63	1.11		2.25	0.83	
C - 12	17	3.25	1.20		2.00	0.76	
C - 15	18	1.78	0.92		2.40	0.49	(−)
CATEGORY C		4.12	1.12		2.13	0.81	
NO RESPONSES			15			50	
TEACHERS							
D - 7	1	5.00	0.0		3.00	0.87	
D - 3	2	4.88	0.33		3.14	0.64	
D - 8	3	4.88	0.33		2.71	1.03	
D - 11	4	4.88	0.33		2.43	0.73	
D - 1	5	4.75	0.43		1.88	1.05	✓
D - 9	6	4.75	0.43		2.00	0.63	✓
D - 10	7	4.71	0.45		3.17	0.69	
D - 6	8	4.44	0.68		2.38	0.86	
D - 13	9	4.38	0.70		2.14	0.64	✓
D - 5	10	4.33	0.67		2.13	0.60	✓
D - 4	11	4.33	0.67		2.75	0.66	
D - 12	12	4.33	0.67		1.75	0.66	✓
D - 2	13	4.14	1.36		2.33	0.94	✓
CATEGORY D		4.60	0.67		2.44	0.91	
NO RESPONSES			10			24	

EPARED 18 AUG 1975

STATE OF MARYLAND
EDUCATION SURVEY
GROUP UNIV REG ED PROFFESSORS

	-IDEAL-			-REAL-		
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION
STATE EDUCATION AGENCY						
E - 10	1	4.86	0.35		2.67	0.75
E - 8	2	4.50	0.71		2.63	1.49
E - 3	3	4.43	0.49		2.50	0.50
E - 4	4	4.38	0.70		3.17	1.07
E - 6	5	4.38	0.70		2.75	0.43
E - 2	6	4.38	0.86		2.83	1.07
E - 11	7	4.38	0.70		2.75	0.83
E - 5	8	4.13	1.36		2.00	0.63 ✓
E - 7	9	4.00	1.20		2.67	1.37
E - 1	10	3.75	1.39		3.33	1.70
E - 9	11	0.0	0.0		0.0	0.0
CATEGORY E		4.31	0.96		2.75	1.18
NO RESPONSES			13			35
ALL CATEGORIES		4.15	1.02		2.29	0.92
NO RESPONSES			46			159

APPENDIX K

STATE OF MARYLAND
EPARED 18 AUG 1975
EDUCATION SURVEY
GROUP UNIV SPEC ED PROFESSORS

	IDEAL			REAL		
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION
THE COMMUNITY						
A - 8	1	4.89	0.31		1.88	0.33 ✓
A - 1	2	4.78	0.42		2.38	0.70 ✓
A - 5	3	4.56	0.50		2.25	0.43 ✓
A - 7	4	4.50	0.71		2.71	0.88
A - 3	5	3.89	0.87		2.50	0.50
A - 2	6	3.78	0.92		2.00	0.50
A - 6	7	3.33	1.15		3.00	1.05
A - 4	8	3.22	1.03		2.89	0.99
CATEGORY A		4.11	1.00		2.46	0.82
NO RESPONSES			1			7
COLLEGES AND UNIVERSITIES						
B - 1	1	4.89	0.31		3.33	0.82
B - 9	2	4.50	0.71		2.00	0.53 ✓
B - 2	3	4.44	0.68		3.22	0.92
B - 5	4	4.38	1.32		2.13	0.78 ✓
B - 14	5	4.38	0.70		1.83	0.37 ✓
B - 16	6	4.38	0.70		2.43	0.73 ✓
B - 15	7	4.25	0.83		2.43	1.05 ✓
B - 11	8	4.11	1.45		1.50	0.76 ✓
B - 13	9	4.00	0.71		2.25	0.66
B - 4	10	4.00	0.47		2.22	0.42
B - 6	11	4.00	0.67		2.22	0.92
B - 10	12	3.89	0.99		2.44	1.07
B - 7	13	3.56	0.96		1.89	0.87
B - 8	14	3.33	1.41		1.67	0.94
B - 3	15	3.25	1.48		1.63	0.48
B - 12	16	2.78	1.47		1.63	0.70
CATEGORY B		4.00	1.13		2.20	0.95
NO RESPONSES			7			16

APPENDIX K

STATE OF MARYLAND
EDUCATION SURVEY
GROUP UNIV SPEC ED PROFESSORS

EPARED 18 AUG 1975

	IDEAL			REAL			
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION	
SCHOOL DISTRICTS							
C - 9	1	5.00	0.0		2.38	0.73	✓
C - 17	2	5.00	0.0		2.12	0.88	
C - 3	3	4.88	0.33		2.60	0.53	✓
C - 5	4	4.88	0.33		1.74	0.65	✓
C - 2	5	4.88	0.33		2.17	0.38	✓
C - 4	6	4.86	0.35		1.80	0.80	✓
C - 16	7	4.71	0.45		2.00	0.58	✓
C - 1	8	4.63	0.70		2.33	0.75	✓
C - 18	9	4.57	0.49		2.25	0.83	✓
C - 11	10	4.56	0.68		1.53	0.58	✓
C - 7	11	4.38	0.86		2.50	0.71	
C - 13	12	4.25	0.66		1.66	0.69	✓
C - 10	13	4.13	0.78		2.14	0.83	
C - 6	14	4.13	0.78		1.43	0.49	✓
C - 14	15	4.11	0.74		2.22	0.80	
C - 12	16	3.75	0.83		2.57	0.50	
C - 8	17	2.57	1.40		1.59	0.87	
C - 15	18	2.22	0.63		1.56	0.87	(–)
CATEGORY C		4.30	1.01		2.21	0.89	
NO RESPONSES			18			41	
TEACHERS							
D - 7	1	5.00	0.0		2.38	0.70	
D - 8	2	5.00	0.0		2.11	1.03	
D - 4	3	4.88	0.33		2.50	0.50	
D - 11	4	4.88	0.33		2.50	0.50	✓
D - 1	5	4.78	0.63		1.78	0.63	✓
D - 9	6	4.78	0.42		1.67	0.47	✓
D - 13	7	4.78	0.42		2.22	0.42	✓
D - 10	8	4.75	0.46		2.00	0.71	
D - 2	9	4.50	0.50		2.57	1.18	
D - 12	10	4.25	0.97		1.50	0.50	✓
D - 6	11	4.22	0.63		2.40	0.49	
D - 3	12	4.13	0.78		2.11	0.70	
D -	13	4.13	0.27		1.71	0.49	
[illegible]GORY D		4.62	0.70		2.52	0.92	
NO RESPONSES			4			26	

APPENDIX K

STATE OF MARYLAND
EPARED 18 AUG 1975
EDUCATION SURVEY
GROUP UNIV SPEC ED PROFESSORS

	-IDEAL-			-REAL-		
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION
STATE EDUCATION AGENCY						
E - 11	1	4.56	0.68		3.50	0.76
E - 7	2	4.38	0.70		3.80	1.17
E - 2	3	4.33	0.67		3.25	0.66
E - 8	4	4.33	0.67		2.50	0.87 ✓
E - 10	5	4.33	0.67		2.80	0.75
E - 6	6	4.22	0.63		3.25	0.66
E - 4	7	4.22	0.79		3.75	0.83
E - 5	8	4.17	0.69		1.67	0.94 ✓
E - 3	9	3.78	0.79		2.88	0.60
E - 1	10	3.44	0.68		3.25	1.39
E - 9	11	0.0	0.0		0.0	0.0
CATEGORY E		4.17	0.77		3.13	1.02
NO RESPONSES			4			23
ALL CATEGORIES		4.24	0.98		2.43	0.98
NO RESPONSES			38			113

APPENDIX L

STATE OF MARYLAND
EPARED 18 AUG 1975 EDUCATION SURVEY
GROUP STATE AGENCY GEN ED

	IDEAL			REAL		
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION
THE COMMUNITY						
A - 8	1	5.00	0.0		3.17	0.37
A - 1	2	4.83	0.37		2.83	0.69
A - 5	3	4.67	0.75		2.00	0.0 ✓
A - 3	4	4.50	1.12		2.83	0.69
A - 2	5	4.33	0.47		2.33	0.75 ✓
A - 4	6	4.00	0.58		3.33	0.94
A - 7	7	3.80	1.47		2.60	0.49
A - 6	8	3.17	1.57		3.00	1.10
CATEGORY A		4.30	1.09		2.76	0.81
NO RESPONSES			1			2
COLLEGES AND UNIVERSITIES						
B - 2	1	4.83	0.37		2.50	0.76 ✓
B - 1	2	4.80	0.40		2.40	0.49 ✓
B - 7	3	4.80	0.40		2.20	0.40 ✓
B - 16	4	4.67	0.75		2.33	0.75 ✓
B - 6	5	4.60	0.49		2.00	1.26 ✓
B - 3	6	4.60	0.80		2.00	0.63 ✓
B - 4	7	4.60	0.80		2.40	0.49 ✓
B - 14	8	4.50	0.87		1.25	0.43 ✓
B - 5	9	4.50	1.12		2.67	0.75
B - 8	10	4.25	0.83		1.25	0.43 ✓
B - 15	11	4.20	0.98		2.00	0.63 ✓
B - 9	12	4.00	1.00		1.50	0.87 ✓
B - 13	13	3.83	0.69		2.17	1.07
B - 10	14	3.80	0.98		3.60	0.80
B - 11	15	3.40	1.36		1.20	0.40
B - 12	16	3.00	1.26		1.40	0.80
CATEGORY B		4.28	1.01		2.10	0.95
NO RESPONSES			15			15

APPENDIX L

STATE OF MARYLAND
EPARED 18 AUG 1975 EDUCATION SURVEY
GROUP STATE AGENCY GEN ED

	IDEAL			REAL			
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION	
SCHOOL DISTRICTS							
C - 7	1	5.00	0.0		3.80	0.40	
C - 13	2	5.00	0.0		2.60	0.80	
C - 9	3	4.83	0.37		2.50	0.76	
C - 2	4	4.83	0.37		2.20	0.75	✓
C - 16	5	4.83	0.37		2.83	0.37	
C - 17	6	4.83	0.37		3.00	0.58	
C - 4	7	4.67	0.75		2.40	0.80	✓
C - 18	8	4.67	0.75		1.83	0.69	✓
C - 3	9	4.60	0.80		2.00	0.89	✓
C - 14	10	4.50	0.76		2.80	0.40	
C - 6	11	4.50	0.50		1.83	1.21	✓
C - 1	12	4.33	0.94		2.00	0.63	✓
C - 5	13	4.33	0.94		1.80	0.75	✓
C - 11	14	4.17	1.21		2.50	0.96	
C - 12	15	3.33	1.70		2.00	0.82	
C - 10	16	3.20	1.83		1.60	0.80	
C - 15	17	2.20	0.40		4.40	1.20	—
C - 8	18	1.40	0.80		1.25	0.43	
CATEGORY C		4.22	1.27		2.42	1.07	
NO RESPONSES			6			12	
TEACHERS							
D - 6	1	4.83	0.37		2.83	0.69	
D - 8	2	4.83	0.37		2.83	0.69	
D - 9	3	4.83	0.37		2.83	0.69	
D - 11	4	4.83	0.37		2.83	0.69	
D - 13	5	4.83	0.37		2.17	0.69	✓
D - 1	6	4.67	0.75		2.00	0.58	✓
D - 2	7	4.67	0.75		2.17	0.69	✓
D - 4	8	4.67	0.75		2.50	0.50	✓
D - 5	9	4.67	0.75		2.00	0.58	✓
D - 7	10	4.40	1.20		2.40	0.49	✓
D - 3	11	4.40	0.80		3.40	0.80	
D - 12	12	4.33	1.49		1.83	0.69	✓
D - 10	13	4.17	0.69		2.50	0.50	
CATEGORY D		4.63	0.79		2.47	0.77	
NO RESPONSES			2			2	

APPENDIX L

STATE OF MARYLAND
EPARED 18 AUG 1975
EDUCATION SURVEY
GROUP STATE AGENCY GEN ED

	-----IDEAL-----			-----REAL-----			
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION	
STATE EDUCATION AGENCY							
E - 7	1	4.80	0.40		4.60	0.49	
E - 8	2	4.80	0.40		2.60	0.80	
E - 3	3	4.67	0.75		2.50	0.96	✓
E - 6	4	4.67	0.75		3.67	0.94	
E - 10	5	4.67	0.75		2.33	0.47	✓
E - 11	6	4.67	0.75		2.20	0.75	✓
E - 4	7	4.33	1.11		2.67	0.94	
E - 2	8	4.17	1.21		3.20	0.98	
E - 5	9	3.80	0.40		1.25	0.43	
E - 1	10	3.80	1.17		3.25	1.30	
E - 9	11	0.0	0.0		0.0	0.0	
CATEGORY E		4.45	0.90		2.85	1.18	
NO RESPONSES			4			8	
ALL CATEGORIES		4.36	1.06		2.46	1.00	
NO RESPONSES			28			39	

STATE OF MARYLAND

REPARED 18 AUG 1975 EDUCATION SURVEY

GROUP STATE AGENCY SPEC ED

	IDEAL			REAL		
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION
THE COMMUNITY						
A - 1	1	4.63	0.48		2.13	0.60 ✓
A - 8	2	4.38	0.70		2.25	0.66
A - 3	3	4.25	0.83		2.38	0.70
A - 2	4	4.13	0.93		2.13	0.78 ✓
A - 7	5	3.88	0.93		2.50	1.12
A - 4	6	3.38	0.86		2.75	0.66
A - 5	7	3.13	1.27		2.25	0.83
A - 6	8	2.50	1.32		3.00	1.00 —
CATEGORY A		3.78	1.17		2.42	0.86
NO RESPONSES			0			0
COLLEGES AND UNIVERSITIES						
B - 2	1	4.88	0.33		2.13	0.33 ✓
B - 1	2	4.75	0.43		2.63	0.86
B - 7	3	4.63	0.48		1.75	0.43 ✓
B - 15	4	4.50	0.50		1.63	0.70 ✓
B - 5	5	4.38	0.70		2.00	0.50 ✓
B - 14	6	4.38	0.99		1.50	0.50 ✓
B - 4	7	4.38	0.70		1.57	0.73 ✓
B - 6	8	4.13	0.78		2.63	0.99
B - 9	9	4.00	0.50		1.75	0.66 ✓
B - 13	10	4.00	1.32		1.38	0.48 ✓
B - 16	11	4.00	1.00		1.75	0.43 ✓
B - 3	12	3.88	1.05		1.50	0.71
B - 11	13	3.75	1.30		1.00	0.0 ✓
B - 10	14	3.63	1.22		2.71	1.16
B - 8	15	3.29	1.03		1.50	0.50
B - 12	16	2.57	1.05		1.14	0.35
CATEGORY B		4.09	1.05		1.79	0.81
NO RESPONSES			2			5

EPARED 18 AUG 1975

STATE OF MARYLAND
EDUCATION SURVEY
GROUP STATE AGENCY SPEC ED

	IDEAL			REAL			
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION	
SCHOOL DISTRICTS							
C - 4	1	4.86	0.33		1.50	0.71	✓
C - 17	2	4.88	0.33		2.38	0.86	
C - 7	3	4.75	0.43		2.38	0.70	
C - 9	4	4.75	0.43		2.63	0.86	
C - 5	5	4.63	0.48		2.13	0.60	✓
C - 2	6	4.63	0.70		2.25	0.83	✓
C - 3	7	4.50	1.32		2.13	0.60	✓
C - 11	8	4.50	0.71		2.25	0.83	✓
C - 1	9	4.43	0.49		2.43	0.90	
C - 13	10	4.38	0.99		2.13	0.93	✓
C - 14	11	4.29	1.03		2.43	0.73	
C - 16	12	4.14	0.99		2.14	0.64	✓
C - 6	13	4.00	1.32		1.38	0.48	✓
C - 18	14	4.00	0.76		1.33	0.47	✓
C - 12	15	3.38	1.22		1.75	0.66	
C - 10	16	3.00	1.00		1.88	0.60	
C - 15	17	2.00	0.87		3.50	1.50	—
C - 8	18	2.00	1.32		1.88	1.05	
CATEGORY C		4.06	1.25		2.14	0.95	
NO RESPONSES			4			5	
TEACHERS							
D - 13	1	4.88	0.33		2.00	0.50	✓
D - 7	2	4.75	0.43		2.50	0.87	
D - 11	3	4.75	0.43		2.50	0.71	
D - 8	4	4.63	0.48		2.50	0.50	
D - 2	5	4.57	0.49		2.29	0.70	✓
D - 4	6	4.57	0.49		2.57	0.73	
D - 1	7	4.57	0.73		1.86	0.64	✓
D - 5	8	4.50	0.50		2.13	0.60	✓
D - 9	9	4.38	0.99		1.88	0.33	✓
D - 6	10	4.38	0.48		2.50	0.50	
D - 10	11	4.29	0.70		3.14	0.83	
D - 12	12	4.25	1.09		1.50	0.50	✓
D - 3	13	3.67	1.11		2.67	0.75	
CATEGORY D		4.49	0.73		2.30	0.76	
NO RESPONSES			6			6	

APPENDIX M

STATE OF MARYLAND
EDUCATION SURVEY
GROUP STATE AGENCY SPEC ED

EPAPED 18 AUG 1975

	IDEAL			REAL		
	RANK	MEAN	STANDARD DEVIATION	RANK	MEAN	STANDARD DEVIATION
STATE EDUCATION AGENCY						
E - 2	1	4.67	0.47		3.17	0.69
E - 7	2	4.50	0.76		4.00	1.00
E - 10	3	4.43	0.73		2.57	1.05
E - 11	4	4.33	0.75		2.33	0.47
E - 4	5	4.29	0.45		2.67	0.75
E - 8	6	4.14	0.83		2.50	1.12
E - 5	7	4.00	0.82		1.40	0.49 ✓
E - 3	8	3.71	1.03		2.17	0.37
E - 6	9	3.57	1.18		3.00	0.76
E - 1	10	3.57	1.05		2.86	1.25
E - 9	11	0.0	0.0		0.0	0.0
CATEGORY E		4.11	0.92		2.69	1.06
NO RESPONSES			14			18
ALL CATEGORIES		4.12	1.08		2.19	0.93
NO RESPONSES			26			34